REPORT RESUMES

ED 020 216 UD 005 113

# A BETTER CHANCE, AN EDUCATIONAL PROGRAM. ABC REPORT, 1964.

BY- DEY, CHARLES
DARTMOUTH COLL., HANOVER, N.H.

PUB DATE 64
EDRS PRICE MF-$0.50 HC-$4.52 111P.

DESCRIPTORS- *COLLEGE PREPARATION, *DISADVANTAGED YOUTH, *SUMMER PROGRAMS, *HIGH SCHOOL STUDENTS, MALES, RESIDENTIAL PROGRAMS, STUDENT EVALUATION, ENRICHMENT PROGRAMS, PROGRAM COSTS, MATHEMATICS INSTRUCTION, READING PROGRAMS, PRIVATE SCHOOLS, PARENTAL BACKGROUND, WRITING SKILLS, MEDICAL SERVICES, HANOVER, NEW HAMPSHIRE, DARTMOUTH COLLEGE, ABC PROGRAM, INDEPENDENT SCHOOLS TALENT SEARCH PROGRAM, A BETTER CHANCE

THIS REPORT DESCRIBES THE FIRST SUMMER OF AN INTENSIVE SUMMER PROGRAM CONDUCTED AT DARTMOUTH COLLEGE FOR 55 DISADVANTAGED HIGH SCHOOL BOYS. PARTICIPANTS WERE SELECTED ON THE BASIS OF PROMISING ACADEMIC POTENTIAL. FIFTY-ONE OF THE 55 BOYS HAD BEEN ACCEPTED INTO PREPARATORY SCHOOLS, CONTINGENT UPON THEIR SUCCESSFUL COMPLETION OF THE SUMMER PROGRAM. THE PROGRAM PROVIDED MATHEMATICS AND ENGLISH INSTRUCTION, ATHLETICS, SOCIAL AND CULTURAL ACTIVITIES, WEEKEND TRIPS, AND CAMPING EXPERIENCES. CLOSE CONTACT WITH THE STUDENTS WAS MAINTAINED BY SMALL CLASS SIZE AND BY THE USE OF RESIDENT TUTORS. A FINAL REPORT AND RECOMMENDATION FOR EACH STUDENT WAS SENT TO THE PREPARATORY SCHOOL WHICH HAD TENTATIVELY ACCEPTED HIM. A 5-YEAR FOLLOWUP STUDY OF THE PARTICIPANTS HAS BEEN PROPOSED. IN THE APPENDIXES ARE DATA ON THE PARENTS' OCCUPATION AND ON THE SENDING HIGH SCHOOLS. SAMPLE RECOMMENDATION LETTERS AND SUMMARIES OF THE MATHEMATICS AND ENGLISH PROGRAMS ARE ALSO PRESENTED. (DK)

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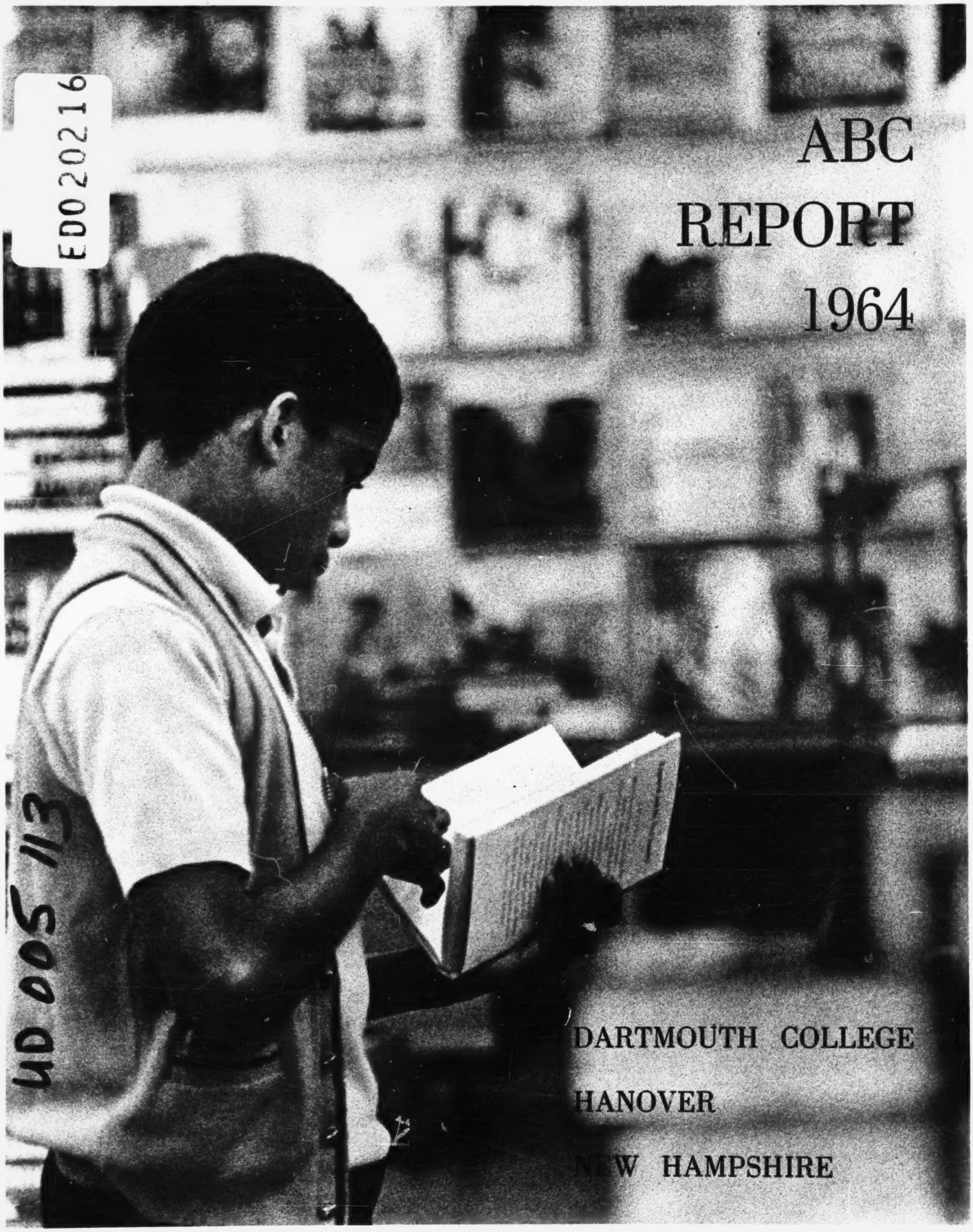

# ABC REPORT 1964

DARTMOUTH COLLEGE
HANOVER
NEW HAMPSHIRE

UD 005 113

# INDEPENDENT SCHOOLS TALENT SEARCH PROGRAM

## Original Member Schools to July 1963

Abbot Academy
Andover, Mass.

The Barlow School
Amenia, N. Y.

*Cheshire Academy
Cheshire, Conn.

*The Choate School
Wallingford, Conn.

*Commonwealth School
Boston, Mass.

Concord Academy
Concord, Mass.

Dana Hall School
Wellesley, Mass.

Deerfield Academy
Deerfield, Mass.

Emma Willard School
Troy, N. Y.

*George School
Bucks County, Pa.

*Gov. Dummer Academy
South Byfield, Mass.

*Groton School
Groton, Mass.

*The Gunnery
Washington, Conn.

Hebron Academy
Hebron, Me.

*Hotchkiss School
Lakeville, Conn.

*Kent School
Kent, Conn.

*Kiskiminetas Spgs. Sch.
Saltsburg, Pa.

*Lenox School
Lenox, Mass.

*Mount Hermon School
Mount Hermon, Mass.

Northfield School
East Northfield, Mass.

*Phillips Academy
Andover, Mass.

Pomfret School
Pomfret, Conn.

The Putney School
Putney, Vt.

St. George's School
Newport, R. I.

St. Mary's-in-the-Mts.
Littleton, N. H.

*St. Paul's School
Concord, N. H.

*Taft School
Watertown, Conn.

*Tilton School
Tilton, N. H.

Western Reserve Acad.
Hudson, Ohio

*Windsor Mt. School
Lenox, Mass.

## New Member Schools To October 1964

The Baldwin School
Bryn Mawr, Pa.

*Cushing Academy
Ashburnham, Mass.

Darrow School
New Lebanon, N. Y.

*DeVeaux School
Niagara Falls, N. Y.

Miss Hall's School
Pittsfield, Mass.

The Hill School
Pottstown, Pa.

*Holderness School
Plymouth, N. H.

The Hun School
Princeton, N. J.

*Kimball Union Academy
Meriden, N. H.

The Lawrenceville School
Lawrenceville, N. J.

The Masters School
Dobbs Ferry, N. Y.

Milton Academy
Milton, Mass.

The Mountain School
Vershire Center, Vt.

The New Hampton School
New Hampton, N. H.

Saint Andrew's School
Middletown, Del.

Saint Mark's School
Southborough, Mass.

The Shipley School
Bryn Mawr, Pa.

*Suffield Academy
Suffield, Conn.

Verde Valley School
Sedona, Ariz.

*Vermont Academy
Saxtons River, Vt.

Walnut Hill School
Natick, Mass.

The Waynflete School
Portland, Me.

Westover School
Middlebury, Conn.

*Wilbraham Academy
Wilbraham, Mass.

Woodstock Country Sch.
South Woodstock, Vt.

The Wooster School
Danbury, Conn.

Worcester Academy
Worcester, Mass.

## Non-member Schools Which Admitted ABC Students

*Collegiate School
New York, N. Y.

*Cornwall Academy
Great Barrington, Mass.

*Mercersburg Academy
Mercersburg, Pa.

*Solebury School
New Hope, Pa.

*Independent schools which granted contingent admission to one or more ABC students.

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# A Better Chance

## An Educational Program

Sponsored by

**Dartmouth College**

Assisted by the Rockefeller Foundation

and the

**Independent Schools Talent Search Program**

Assisted by the Charles E. Merrill Trust

Report by Charles Dey, Director

UD 005 113

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Field Representative
Independent Schools Talent Search

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| Co-ordinator; Art, Music and Drama | John Scotford, Jr. | Assoc. Director, Hopkins Center<br>Dartmouth College | |
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| English Instructors: | Erik Esselstyn | English Instructor<br>The Hawken School for Boys<br>Cleveland, Ohio | |
| | John Lincoln | Chairman, Dept. of English<br>The Choate School<br>Wallingford, Conn. | |
| | Mrs. Hermese Roberts | Principal, Mayo School<br>Chicago, Ill. | |
| | Clyde Taylor | Instructor in English<br>Long Beach State College | |
| Mathematics Co-ordinator | Thomas Mikula | Mathematics Instructor<br>Phillips Academy<br>Andover, Mass. | |
| Mathematics Instructors: | Robert Jackson | Chairman, Dept. of Mathematics<br>B. T. Washington High School<br>Tulsa, Okla. | |
| | Alexander Marshall | Chairman, Dept. of Mathematics<br>Lincoln-Sudbury High School<br>Lincoln, Mass. | |
| Resident-Tutors: | | CLASS | MAJOR |
| | William Dubocq | 1964 | Philosophy |
| | Richard Goodin | 1965 | Art |
| | Richard Joseph | 1965 | French |
| | Victor Mansfield | 1963 | Engineering |
| | Thomas Mitchell | 1965 | Philosophy |
| | Ronald Naso | 1964 | English |
| | Kenneth Sharpe | 1966 | Chemistry |
| | Dan Thompson | 1965 | Philosophy |

# TABLE OF CONTENTS

Statement by John Sloan Dickey
President of Dartmouth College

Background and Purpose . . . . . . . . . . . . . . . . . . . . 5-6

Selection of Students . . . . . . . . . . . . . . . . . . . . . 7-8

Staff . . . . . . . . . . . . . . . . . . . . . . . . . . . . .9-11

Program . . . . . . . . . . . . . . . . . . . . . . . . . . . 12

English. . . . . . . . . . . . . . . . . . . . . . . . . . . 13-18

Mathematics . . . . . . . . . . . . . . . . . . . . . . . . 19-24

Activities . . . . . . . . . . . . . . . . . . . . . . . . . 25-27

Cooperating Groups . . . . . . . . . . . . . . . . . . . . 28-29

Medical. . . . . . . . . . . . . . . . . . . . . . . . . . . 30

Financial . . . . . . . . . . . . . . . . . . . . . . . . . 31-32

Recommendations and Reporting. . . . . . . . . . . . . . 33-35

Concluding Observations . . . . . . . . . . . . . . . . . . 36

Appendices . . . . . . . . . . . . . . . . . . . . . . . . . 37

A. Family Profiles . . . . . . . . . . . . . . . . . . . . 38-39

B. Student Academic Profiles . . . . . . . . . . . . . . . 40-45

C. Resource Persons . . . . . . . . . . . . . . . . . . . 46-48

D. English

Sample Program in Literature and Composition . . . 49-63

Annotated Bibliography . . . . . . . . . . . . . . . 64-66

Reading Report (abridged) . . . . . . . . . . . . . . 67-76

E. Mathematics Summary . . . . . . . . . . . . . . . . 77-100

F. Sample Recommendation Letters . . . . . . . . . . . 101-109

DARTMOUTH COLLEGE
HANOVER • NEW HAMPSHIRE

THE PRESIDENT

Negroes along with other educationally disadvantaged groups face a deepening and dangerous frustration of their aroused desires for equal opportunity unless more individuals from these groups can be qualified for participation in the leadership sector of our society.

The main barrier to this development in most northern colleges is the lack of qualified applicants for admission and financial aid. Progress on the problem requires action at all levels and in various ways but any swift, substantial improvement will depend upon qualifying more candidates for college from boys and girls now in the early stages of their secondary schooling. As with everything else in education this problem cannot stand still; the growing competition for higher education will push this problem back into deeper hopelessness unless at least a start is made on its improvement immediately.

The higher education community must play a leadership role in this effort. The opportunity is particularly propitious for putting to the test of leadership the vaunted quality, freedom and willingness to venture of American private education.

During the summer of 1964, Dartmouth and a group of private secondary schools launched a cooperative educational undertaking because they believe that their institutions can thus play a part in meeting the increasingly challenging problem of a modern society fractured by inequalities in educational opportunity. For Project ABC, the primary objective educationally has been to determine whether an intensive and highly individualized effort on a campus of higher education can help remedy the academic and cultural deprivation which stands between a "promising potential" and its educational fulfillment. This report is preliminary assessment of our experience during the first year of Project ABC.

## BACKGROUND and PURPOSE

Project ABC, A Better Chance, brought fifty-five disadvantaged high school students to the Dartmouth campus for an eight week summer course in English and mathematics. These were promising students, mostly from ninth and tenth grades, whose circumstances seemed to indicate that their abilities could be better served in a private secondary school.

Before coming to Dartmouth, fifty-one of the fifty-five students had been granted admission to preparatory schools, contingent upon their satisfactory completion of the Dartmouth summer program.

| | |
|---|---|
| Students participating in ABC | 55 |
| Students entering preparatory schools September, 1964 | 49 |

At the conclusion of the program the ABC faculty evaluated each student, and in most cases, preparatory schools offered admission accordingly.

| | |
|---|---|
| Recommended | 35 |
| Recommended with reservation | 12 |
| Not recommended | 8 |

Preparatory schools have long enrolled Negro students, but in small numbers and generally those from better educational and cultural backgrounds, the so-called "nuggets." A concerted effort to enroll more Negroes inevitably required greater academic risk. Encouraging acknowledged "risks" to move from "Harlem to preparatory school" carries heavy moral responsibility and honest recognition that the student might well become a permanent casualty of the attempt, at home neither at preparatory school nor in Harlem.

The purpose of Dartmouth's ABC is to lessen the risk.

What we asked...

Parents - to permit their sons to enter an unknown, perhaps hostile, surely more competitive and distant world.

Students - to risk estrangement from their "own kind"; to trade local success for risk and possible failure; to accept, evenly and cheerfully, each "newness" without knowing whether to expect self-conscious tolerance, sophisticated rejection or genuine and lasting friendship.

Preparatory Schools - to offer financial aid to a "risk" student simultaneously taking that opportunity from an applicant who might be more qualified.

Public Schools - to part with their stronger students, thereby losing academic and social leadership that might otherwise positively influence other students, the school and the community.

What we offered...

Parents - reassurance that their sacrifice on behalf of their children has been justified and that the aspiration to improve one's condition remains a prized American commodity.

Students - a better chance to grow--to realize their potential and true worth; for their preparatory school classmates, a more natural opportunity to reach their own conclusions about their fellow man.

Independent Schools - representation of American talent without regard to background or purse; the greater diversity and abrasiveness so fundamental to good education.

Public Schools - alternatives for those students who need special opportunities for growth; hopefully, encouragement for other students in the schools.

Clearly, this is a stop-gap program. It is not aimed at the more fundamental problem of how to improve public education to the point where young Americans everywhere have the opportunity to realize the potential of their talents and energies. That day is distant; meanwhile, we must exploit every educational asset. For disadvantaged youngsters, preparatory schools offer one immediate alternative.

# SELECTION OF STUDENTS

Identification and recruitment of ABC students has been the responsibility of the Independent Schools Talent Search Program through its Field Representative, James E. Simmons. Mr. Simmons traveled extensively to meet with school officials, guidance counselors, interested parents, and community organizations. He attempted, with considerable success, to identify local contacts who in turn helped identify promising students. Where possible, he worked through existing organizations -- Urban Leagues, The Boys' Club of New York, the Stuyford Action Council, the United Scholarship Service for Indians.

The most promising applicants were referred directly to preparatory schools. When an applicant's cultural and educational circumstances suggested that he might need special preparation in order to survive the transition to preparatory school, Mr. Simmons referred the application with the recommendation that the preparatory school grant admission "contingent" upon "satisfactory progress" in the Dartmouth summer program.

In making such recommendations, Mr. Simmons weighed these factors:

| | |
|---|---|
| academic | grades, rank in class (Appendix B), the extent to which the applicant seemed "in control of" his local academic situation. Although less important, test scores like the Secondary School Admission Test, I. Q., and other standard devices of measurement, were considered when available. |
| personal | attitude, effort and capacity for improvement. Testimony was sought from teachers, guidance counselors and resource persons, and personal interviews were held when possible. |
| deprivation | family (Appendix A), neighborhood, school. Would it be fair to permit the student to attempt the transition to preparatory school without first giving him the opportunity to "close the gap"? |

We intended to select ninth and tenth grade boys from the Northeast. However, to meet preparatory school requests we admitted eighth and eleventh graders, and students from the South and West. We further modified our original criteria by taking a few students who were neither educational "risks" nor culturally disadvantaged. Similarly, to broaden the experiment, we took two students, apparently unmotivated, who were not doing well in their respective high schools. These variations made us more flexible and we believe, in retrospect, strengthened the program.

We had hoped that as many as one-third of our students would be non-Negroes, but the deprivation of the American Negro had given impetus to our effort and therefore early recruitment had focused on Negro communities. Forty-four of the fifty-six were Negro. The non-Negroes included Chinese, American Indians, Puerto Ricans and whites. We worried that this imbalance would create "minority" problems. Happily, none arose. Perhaps this was because all but three of our non-Negro students had lived in racially mixed neighborhoods. However, we are clear that in the future we do not want to increase the percentage of Negroes.

Not all ABC students were recruited by Mr. Simmons. Preparatory school admissions officers also had been actively recruiting students from disadvantaged groups. As prospects came to their attention, they would recommend them to ABC. Every such variation made effective communication even more important, and the fact that we had a program at all testifies to the skill with which Mr. Simmons served a variety of independent schools and ABC.

# STAFF

## Faculty

We selected Coordinators for English and mathematics and gave them responsibility for building their respective faculties, five in English, three in mathematics.

In choosing faculty we sought racial mixture and variety of educational experience--secondary schools and colleges, public and private.

We searched for teachers who understood learning as difficult, hard work, teachers equally demanding, with their students - with themselves; men, warmly human, who possess the spirit of learning, whose breadth and imagination free them from reliance on educational structure; men prepared to commit themselves to the total involvement characteristic of a boy's preparatory school.

Faculty preparation consisted of several meetings in Hanover during the spring and a one-week briefing of the entire group, teachers and resident-tutors, immediately before the start of the program.

Although we anticipate no major changes in faculty recruitment policy, next summer the preparatory schools may be more heavily represented in order to provide continuity for ABC students at preparatory school during the regular academic year.

## Resident-Tutors

Eight Dartmouth students served as resident-tutors, each responsible for seven ABC students. One hundred and fifty undergraduates were nominated by Dartmouth faculty, staff, and student organizations, and selections were made as a result of interviews with thirty of these students.

They were selected for their capacity to relate sensitively to teenagers, because they were themselves disciplined, intellectually and in personal behavior; and because they were genuinely concerned about helping disadvantaged youngsters without being overly ambitious about possibilities for human change.

From March to June the resident-tutors sandwiched ABC preparation between their courses and their campus activities. They met weekly for dinner and discussion, often with guests whose experience was relevant to the job ahead: English and mathematics teachers, a Negro social worker, ABC staff members from the creative arts, the Outing Club, athletics. They visited preparatory schools, large and small, where they shared typical days with faculty and students. And they had reading lists from ABC literature courses. We are exploring the possibility of counting resident-tutor preparation as a course credit, perhaps with prospective resident-tutors working closely with faculty members at preparatory schools.

Resident-tutors were given responsibility for specific aspects of the program. They arranged for ROTC camping and survival equipment, visited forest sites to determine the best location for the ABC shelter building project, planned weekend trips, and worked with nearby farmers to develop appropriate opportunities to match students to farm needs. Resident-tutors were encouraged to seek out community resources and residents who might contribute importantly to the education of their students.

Resident-tutors attended morning classes, depending on their familiarity with current subject matter and their confidence in their ability to supplement effectively classroom work through tutoring. They were otherwise responsible for supervising study, participating in required athletics and, with their students, planning and sharing free time on Wednesday afternoons and weekends.

Although we felt it important to set guidelines, we considered it equally important, within the admittedly tight academic schedule, to free each resident-tutor for as much original activity as possible. All of this suggests that they were overworked, and they were. We have learned that we must better protect the time of the resident-tutors so that they themselves will have "A Better Chance" to sustain their primary mission, the academic and social development of their students.

At the final faculty meeting the role of the resident-tutor was reviewed and evaluated at great length. At issue was whether resident-tutors should be given classroom responsibilities in addition to those already described. We concluded that they should not, since they were already unfairly over-extended and their present functions were too important to permit further demands on their time. We did not rule out the possibility of meeting expanded enrollment with additional Dartmouth undergraduates who would serve as teaching assistants.

We agreed that resident-tutors should continue to be chosen first for their personal qualities and second for specific academic competence. Their three major responsibilities should continue to be close daily association with their students, personal tutoring to reinforce classroom work, and the planning and supervising of special activities and weekend projects. The most difficult part of their job will continue to be getting their students to do things, responsibly, on time; the most challenging, helping students to help themselves; the most rewarding, developing friendship and personal growth.

## PROGRAM

The primary mission and consuming concern of ABC was how, in eight weeks, most effectively to improve each student's chances for survival at his preparatory school. Early in our planning we concluded that intensive work in English and mathematics was the most important training we could provide. Though months must pass before we can appraise our efforts intelligently, in the light of our summer experience we believe this was a good decision, and in the future we intend, with minor adjustments, to preserve this emphasis.

Students' weekly class schedules included nine hours of English literature and composition, six hours of reading instruction, and nine hours of mathematics. We adjusted classroom schedules for individual students as we recognized particular academic weaknesses.

Daily Schedule

| | Monday-Friday | Saturday |
|---|---|---|
| Day began | 6:50 a. m. | 7:00 a. m. |
| Breakfast | 7:15 | 7:15 |
| Class | 8:00-8:50 | 8:00-8:40 |
| Class | 8:55-9:45 | 8:45-9:25 |
| Break | 9:45-10:05 | --- |
| Class | 10:05-10:55 | 9:30-10:10 |
| Class | 11:00-11:50 | 10:15-10:55 |
| Lunch | 11:55 | Saturday noon to Sunday dinner was used for weekend trips. Regular study hours were held Sunday evening. |
| Faculty appointments | 1:00-2:00 p. m. | |
| Athletics | 2:30-4:30 | |
| Free time | 4:30-5:50 | |
| Dinner | 5:55 | |
| Study | 7:00-10:00 | |
| Day ended | 10:00 | |

The reports which follow in the next two sections were written by the academic coordinators. Their reports are supplemented by Appendices D and E.

# ENGLISH REPORT

by Donald Rosenberg, Instructor in English, Dartmouth College

The heart of the English program this summer was the teaching of writing skills so that the students would be prepared for work on the preparatory school level. In some cases we had to work from scratch, encountering such problems of basic grammar as run-on sentences, lack of agreement in person or tense, haphazard punctuation - the whole gamut of near-illiteracy. Though we made use of grammar exercises we wanted to make the students aware of the meaning of grammatical rules in terms of the art of communication. Sometimes the grammar test or the diagramming exercise only emphasizes the gap between the reality of self-expression and communication and the remote but ethereal world of theoretics. We were interested in the act of writing, not passive parsing.

We found it necessary to spend much time on the organization of the paragraph; most at the beginning used the paragraph in a random and eccentric way. This of course was an indication that the student could not or had not pursued an idea. Not only was outlining in some cases stressed, but also focusing and limiting a subject, using topic sentences, relating one sentence to another in a logical way, seeing that each paragraph had a beginning, middle, and end. Most of us stayed with the paragraph for some time, but I found it stimulating for many students to write something more ambitious, in some cases up to eight hundred word essays made up of fully developed paragraphs. There was variance, of course, from teacher to teacher. But what we all had in common was the emphasis upon the development of an idea.

I have regrets that I did not order a good workbook for grammar to supplement our discussions on punctuation, but that is because there are so few good ones on the market that would be appropriate for ABC. I would suggest that next time a composition handbook be ordered so that the students have this material on grammar and usage in one work that they can turn to at any time. Perhaps there was more of a challenge because we did not have such texts and we explored our own ingenuity for discussions and samples and I think some of the results of our teaching skills were preferable to an easy digested formula presented in a fairly prosaic way. It did encourage the independence of creativity on the part of the teacher, but maybe we in fact lost more than we gained.

The Writing Conferences we had I thought quite successful. Most of us used the periods (in which we had less than four boys) primarily for tutorial work. The students respond well to this one-to-one man conversation on compositions; feel privileged to see that any teacher is so concerned. In my class they did writing in this workshop period and I could discuss papers as soon as the students finished them. There was no particular pattern for the use of these periods; the individual teacher did what he saw fit. As English Co-ordinator I encouraged all that variety. We were responsible to improving these boys in their writing; the method was our style. Each worked in a different way (Sample program Appendix D).

Next time I think we might spend more time on grammar and work on problems perhaps in the way of mathematicians; lecture, board work, tests. Though we did some of that I have the feeling not enough. Of course it is the least interesting aspect of English from the teacher's point of view, but because of that, all the more a challenge for the excellent teacher.

I think it was interesting to see the development of writing skills. The student goes through various phases of growth, gramatically speaking. At first, one finds the brutalizing tendency to neglect -ed endings in past tense and -s endings for third person verbs. Often this has to do with carelessness or ignorance in pronunciation. Because it is an oral habit, it is difficult to erase. Even students that improved their verbal skills quite a bit would once in a while revert atavistically to such linguistic neanderthalisms. The next stage would be the infuriating run-on sentence. Theoretically many know what a sentence is, but the gap between theory and practice is a veritable abyss. With hard concentrated effort on the part of the student and patient guidance from the teacher, the run-on naturally will become a comma splice. By the end of the summer we did have students whose only problem seemed to be a more effective style. For others we had to resort to additional tutoring. But those few who had to take this extra care did not,on the whole, seem to have it. The fault was not ours. It becomes a matter of capacity and brain power.

The students tried their hands at all forms of essay, narrative, descriptive, expository, even argumentative. I think the variety good, though the expository essays could very often be deadly dull. Some teachers stressed autobiography and I think that is an excellent idea; I'm just sorry the idea wasn't mine. Some things to look for are: the boys will give you what they think you want, a bunch of genteel notions pumped up in fuzzy abstractions; "how to do it's" become so unspecific one is not too sure what should be done; a compulsion to brag about athletic prowess.

The students feel they lack subject matter; nothing has happened in their lives, they will argue. They have never thought about much and they have, in general, never thought about thinking. That's why discussions and reading are important. And there is a bright recognition when they see the relevance of idea to life, of thought to their own lives. For this reason, discussions, movies, plays, concerts, etc. should be an extremely important part of the program.

I am completely aware of the poor quality of reading (Appendix D) in such an educationally deprived group as the students of ABC. And it is especially sad to see, since these boys are all fairly bright and have a much greater reading potential than what they could show before our program began. I do not argue against work on reading skills; I think it necessary. However, I must admit I am a bit skeptical about the methods used to improve these skills and I am puzzled over the results that have been submitted. This is not to say that the individual responsible for the reading program has been inept; far from it. I find the efficiency, industry, and real concern for these students nothing but admirable.

When I saw early reports on the reading program indicating that some of my best students were reading on a third grade level, it did in fact arouse certain prejudices concerning the nature of the "exploration" aspect of the Reading Program. Further, I have my doubts about dubious final reports indicating that certain students have improved their quality of reading from third to eighth grade in an eight week period. I wish it were true. The "bar graphs" and "profiles" before me threaten me with a sound of truth, but I am frankly suspicious of the fantastic claims in contrast to the student's performances in regular English classes. It can be argued that such indications of progress may be therapeutic for the student as it encourages industry. But that should, I feel, be debated because the element of deception, or exaggeration if you will, fortifies the student's belief in easy miracles.

Perhaps posterity will represent me as a skeptical Tory, an old guard humanist with vested interests in academia, one who is too impatient to listen to the bright humming machines of the new order. Because I am fairly young, such a Colonel Blimp persona I find amusing. But I am tolerant enough to think that it might very well be right.

Nonetheless, I am for testing, I am for increasing a student's reading rate, I am very much for a boy being aware of where he stands in achievement in contrast to where he should be at his age. I do not derogate the use of reading machines with pace accelerators or any other instrument that will aid in bettering a boy's comprehension. Machines do not frighten me nor do statistical percentiles. I do not feel the tone of such paraphernalia harmonious with the humanities but then again the age of speed in instruments has made that part of its humanities. But if we do use the tools of mass production, if assembly line techniques are really imperative, let us temper the technology by thoroughly integrating the development of reading skills with literature and composition.

I would like to see something more done about speech next year. Here I am a little worried about the elaborate gear of the speech specialist. But I do think speech correction in its largest sense a necessity and quite possibly an integral part of the program. Many of these boys have problems in verbal skills, reading and writing, because they are in fact culturally disadvantaged. It is difficult to work on either grammar or spelling knowing that the cause of their problem is faulty mispronunciation.

If I had all kinds of quantitative data I suppose I could rely on it if I had to say whether the English section of ABC was a success or not. But unfortunately, (or is it fortunately?) I have no such statistical information. But I am not being mystical when I say, that for all our regrets and imbalances, the students have on the whole shown improvement. They are now more sensitive to the language, both as readers and writers, they now can focus on an idea and develop it to some extent writing a fairly clear prose that is concrete rather than too general, and that because they have reduced many grammatical errors they are able to communicate on a fairly high level for their age. We have our failures. I won't pretend we don't. But for the most part they are not recommended to prep school or if they are the schools are counseled to give these boys remedial English work. Eight weeks was just not enough. But within that eight week period we have done much, and for all my misgivings I feel a sense of gratification.

# MATHEMATICS REPORT

by Thomas Mikula, Instructor in Mathematics, Phillips Academy, Andover

In mathematics we attempted to work with the boys at three different levels. Each of the six classes met six times a week and each teacher met with each boy three additional times during the week in a problem session of a smaller size. When possible the problem sessions were composed of boys from the same class but at times this was impossible due to conflicting English schedules. We recommend, however, that every effort be made to put together problem solving groups from the same classes. The problem session becomes much more effective when this is done.

There were three different regular algebra classes totaling twenty-six boys. These classes used the text, "Modern Algebra; A First Course" by Johnson, Lendsey and Slesnick (Addison Wesley). It was possible to cover the topics in the first fourteen chapters of that book except for Variation, Linear Programming and some of the more advanced ideas in quadratic equations.

A special algebra class of ten boys was formed on the basis of the results of the diagnostic test, intelligence test scores and the boy's performance in his previous situation. The same algebra text was used but the problems attempted were considered more difficult, the tests were more of a challenge and the presentation of material in class was at a more sophisticated level. Each topic was treated in greater depth, it was possible to deal with the function concept more completely and it was possible to demand a knowledge of some of the proofs of theorems used at this level.

There were also two classes in which pre-algebra material was taught from the book, "Introduction to Mathematics" by Brumfiel Eicholz and Shanks (Addison Wesley). These eighteen boys were begun at this level because they had never experienced an algebra course or they had scored so low on the algebra test that we believed it would be better for them to repeat the first course in algebra in their new school rather than try to do it during the summer.

Our recommendation is that the two courses and the three levels be offered again from these two texts with the possibility of some modifications in the coverage for the regular algebra course. We were particularly impressed with the possibilities which exist in the pre-algebra course as it can be done from the Brumfiel text. This course offers the boy a solid foundation upon which a strong algebra course can be built. The ABC program would be in a position of building the foundation for things to come rather than trying to make up a full year's work in eight weeks. The presentation of mathematical concepts in this book allows a teacher to develop skills which have not been used by the boys because of the poor school situation from which they come. By examining the various test scores more carefully and by accepting more of the younger boys into the ABC program, it should be possible to take more boys through this pre-algebra experience more profitably than through the experience in algebra.

On the first morning of the program each boy was given a ninety minute diagnostic test. It was believed that the tests might indicate common weaknesses and strengths and might indicate that some boys should not try the algebra course this summer. Two tests were given (Appendix E). The non-algebra test was taken by those who had no algebra in their background along with a few who had. We were well-satisfield with the results of the non-algebra test because we thought that it did show the weaknesses which the boys had and it did allow us to get a clear picture of the range of abilities with which we must deal.

Because of faults which we later recognized in the algebra test, we believe that we placed at least two boys incorrectly. The algebra test must be tailored so that it has more material in the manipulation of rational algebraic expressions and other such traditional topics of a more complex nature. The test should then have fewer problems dealing with the so-called modern topics which are not yet considered part of the first course in some schools. There is a chance that boys may be exposed to some of these modern topics and be able to get a comparatively high score (though a poor result in itself) and yet be unable to maintain the pace which must be expected of them when one attempts to do most of the first course in eight weeks. Trying anything as ambitious as this necessitates some dependence upon recall of traditional manipulative skill from the previous exposure. Since these skills generally require a great deal of time and effort to teach we must be able to rely on some of this skill in the boy before we begin. The fact that a boy has been exposed to sets, inequalities and the field properties is helpful as the teacher prepares the program but the number of problems related to these areas must be reduced. These changes will reduce the possibilities of distortion which this situation of comparative scores allows and the boy is not as apt to get a score which indicates a proficiency in algebra when it does not exist.

In addition to changing the make-up of the diagnostic test in algebra, we suggest that all boys first take the non-algebra exam and on the basis of a good score on it (40) the boy be permitted to take the algebra test. The boy who scores well on the arithmetic test but has never had an algebra course will score so poorly on the algebra test that he will surely remain in the pre-algebra class.

There was reason to believe that the coverage attempted for the algebra (regular) was too ambitious. With the more reliable classification that may be possible with the revised test, as a result of a policy which would have

ABC taking more of the younger boys, with the experience gained this summer and with a few days added to the summer, the coverage may not be too ambitious. The teacher must constantly remember that he is called on to do a real teaching job with these boys rather than try to cover maximum material for the fastest boys. When one becomes overly-concerned with covering a mass of material he is apt to leave the boy as he found him - poorly prepared -- though for a different reason. Of course this must be balanced with the fact that the boy is going into a new situation and up to a certain point he will be required to show mastery of the first year of algebra.

Also attached to this report are copies of the three final examinations which were used this summer (Appendix E). Each examination was prepared so that the boy could do all his writing on the test paper thus making it possible to send the work on to the boy's school for their evaluation. We believe that these examinations are representative of the calibre of work which would be required at an average independent school. These tests, along with our feelings after our classroom experience with the boys, lead us to believe that boys who scored 60 or more on either algebra exam may be permitted to go on to the course which follows first year algebra at their schools. Other boys with scores below 60 may for various reasons be recommended by the instructor for the next course, or the instructor may recommend that they be required to repeat the first year of algebra. These recommendations from ABC along with the actual examination including the work of the boy should allow the school to make placement decisions quite accurately.

With almost no exception the boys came to us with what an independent school would consider a poor background in mathematics. The grades which they presented on the records were unreliable. The boys demonstrated an inability to handle some of the most basic phases of the first course in algebra so that one must be very pessimistic about the algebra experience which these boys have had prior to the summer. Many of the boys made the remark that the material we were teaching was all new and must be something different from algebra. In many of the cases it is not untrue to say that a boy learned the first course in algebra this summer. What he had last year was completely inadequate or he was unable to retain enough of it for the diagnostic test to show more than the most meager exposure.

If one were to choose a particular phase of the algebra course which caused difficulty, it must be the "word" problems. As a group these boys were lacking in the ability to read a problem, interpret the significant facts and translate those facts into an algebraic statement of equality. Also, and probably related, they were unable to explain what they were doing as they went through manipulations. We found it difficult trying to get them to even work at this. It appeared as though they had never been asked to do it before and there was no point to it. It appeared as though they had never been encouraged to understand what they were doing or to explain what they were doing and why it could be done. This problem was greater with the older boy and the boy who had been exposed to more than one year of algebra prior to the summer.

There is every reason to believe that the mathematics experience was a successful one for approximately forty of the boys. They should be able to go on in mathematics at an independent school. We also have reason to believe that the knowledge gained from the program this summer should allow the faculty to work more effectively in the future thus making the experience a successful one for an even greater percentage of the boys. It is recognized that (almost always) there will be several boys for whom the mathematics experience in an independent school will be impossible. In almost every boy this summer we found sufficient ability to allow us to believe that we could work out a program which would lead the boy to an independent school mathematics program and success in it. Our experience this summer should make it possible to do a better job next year and to do it more efficiently.

# ACTIVITIES

## Social and Cultural

Perhaps more than any other occasion, meal hours provided the best opportunity for informal discussion. Breakfast and lunch were served in the college cafeteria where ABC students occupied a section of the hall used by all summer students. After two weeks of sitting together, they asked to eat anywhere in this dining hall, and thus they began easily mixing with other summer session students. This was a healthy sign, gladly encouraged.

Evening meals were more formal--coats and ties--and served in a separate dining room. Faculty families and guests ate at large tables with the students. A scientist might sit with students interested in nuclear physics; a reporter with students active on school newspapers; a professional actor with those rehearsing for the ABC play; or a visiting headmaster with the students accepted by his school.

Two faculty families lived in a fraternity house adjacent to the ABC dormitories. The fraternity living room, in addition to providing a place for faculty meetings away from the dormitories, served as a lounge into which students could be invited to meet with visiting headmasters or admissions officers or for after-dinner talks by faculty or guests. One such occasion provided an ABC highlight. Jackie Robinson visited the program and called ABC an unparalleled opportunity. The students are not likely soon to forget his injunction, "this is your spring training, and that's where pennants and world championships are won."

Other social and cultural highlights included As You Like It and Rhinoceros by the Dartmouth Repertory Theater, and Sunday evening concerts by the Community Symphony. We even had a dance.

Because we were so determined that ABC students "learn to endure," we resisted repeated pressures for a dance. However, ten days before the end of the program, we gave in. In capitulating, we gave the students both the privilege and responsibility. . . for issuing invitations, meeting their guests, escorting them to dinner, the dance, Sunday breakfast and church. They were superb--as were their young ladies.

Because we did not want to fracture excessively the academic experience, we were slow to offer glee club and drama opportunities. When we did make these available--the second half of the summer--there were too many well-developed conflicts to permit more than ten students to sing with the Glee Club. We succeeded better with Stalag 17, though for four weeks it seemed that the play would never take shape. At the thirteenth rehearsal, on the brink of scrapping the effort, the boys were told to put down their scripts. They surprised us and themselves by knowing almost all their lines. Unsolved was how to get a Puerto Rican to say the line, "You don't care if they are dead, do you?" as an accusation. It always came out as a question!

### Weekend Trips

The resident-tutors were responsible for planning and supervising the weekend trips. Groups scattered from Hanover in sixes and sevens, the resident-tutors with a weekly surprise--Velvet Rocks, Smarts Mountain, Lost Caverns, the Norwich Fair, Holt's Ledge, Newfound Lake.

The one outing required of every group at least once during the summer was the ABC shelter construction project at Butterfield Pond. For some, Butterfield Pond began and ended with dirt, grime and aching bodies; for others, it included satisfaction and reward that comes from turning hours of cutting, stripping and hauling trees into a first-class Adirondack Shelter. When it was completed, the shelter was available to ABC students for the rest of their lives.

Occasionally, weekend trips included a visit to summer classes at a preparatory school, working on a nearby farm or simply remaining at home to catch up. Once, five weeks into the program, it included a long weekend--Saturday classes were cancelled and groups set out for Quebec, Boston, and Mount Washington.

## Athletics

Two hours of athletics were required every afternoon but Wednesday--forty-five minutes for swimming instruction, one hour for a second sport. In choosing sports, we searched for activities common to preparatory schools, uncommon to ABC backgrounds; activities permitting thirteen to seventeen-year-olds of various sizes and shapes to participate fully, if not equally.

To break the pattern of team competition in soccer, volleyball and touch football, we scheduled track and field for the last two weeks. We felt it important for each student to compete as an individual.

Wednesday afternoons were left free for such events as a soccer match with Peace Corps Trainees (also studying at Dartmouth), an interdormitory swimming meet or informal activities. And informal sports were equally important--basketball, faculty-student volleyball, canoeing, rock climbing.

Perhaps of all summer activities the rock climbing was most symbolic of ABC spirit and goals. The apprehension, the ascent, the longing but not quite daring to turn back; and finally, the confidence and joy that comes with doing a difficult task well.

# COOPERATING GROUPS

Advice, guidance, and continuing support from persons representing broad and varied experience helped us to launch ABC with a minimum number of serious mistakes. We are indebted to many busy individuals for making available to ABC those precious twins, thought and time.

## Resource Persons

We were greatly assisted by the people who served as local counselors for ABC students and, during the summer, ABC families. These resource persons were familiar with local situations and reasonably knowledgeable about the future situations, Dartmouth and preparatory school, into which ABC students were headed.

At their most active, they visited families, helped with applications, worked with public school guidance counselors, arranged for nearby ABC students to meet, corresponded and visited with them during the summer, and followed up after the Dartmouth program, at home with those students who were not recommended, at preparatory school with those students now enrolled.

Although the need for a resource person varied with each family, it would be difficult to exaggerate the importance of knowing that there was someone on whom we could call for routine or emergency help. In at least six instances during the summer, a resource person moved swiftly and sensitively to help a student, his family, and apprehensive staff in Hanover.

For our apprehensions, they were a source of great comfort and reassurance; for our administration, a natural link between the Independent School Field Representative, public schools, students, families, preparatory schools, and Dartmouth.

## Community Participation

Predictably, a program of this sort will interest, sincerely so, a large number of people in an academic community. This fact raised a two-fold problem; first, determining those areas in which interested people could become constructively involved; second, insuring that those who did take part were the right people doing it for the right reasons. Harsh but true, there is no room for well-meaning sympathizers who want to "do something for those nice boys."

We made no commitments to individuals or community organizations prior to the start of the program. We kept a list of interested persons and helpful resources, and we turned to these as individual students demonstrated the capacity for moving beyond the bounds of the structured program. And we looked for natural associations--a family who had sons going to Mount Hermon took a special interest in our four students destined for Mount Hermon; a mathematician interested in mountain climbing took similarly inclined ABC students on a family outing.

Indirect contributions were made through the donation of books, athletic equipment and cars for weekend trips--but even more significantly, through the many little ways that students were made one of us--on Main Street, in the churches, at the community pool and recreation areas.

Community interaction was most effectively initiated by the resident-tutor, alert to the needs of his students and quietly aggressive in his exploitation of available resources.

## MEDICAL

Our medical needs--physical examinations, in/out-patient service, psychological and psychiatric counseling, and speech therapy were met by the Dartmouth College Health Service and the Mary Hitchcock Clinic.

Physical examinations were administered by the hospital staff on the first day of the program. With the help of our resource persons, medical history forms and X-ray reports had been completed and returned prior to the arrival of the students. This enabled us to complete the process in one evening. Students were cleared for athletics, restricted as necessary, and scheduled for eye and dental appointments. On balance they were a remarkably healthy lot.

Although in dealing with personal problems we relied primarily on resident-tutor counseling reinforced by faculty and staff, three cases required professional assistance. The first case was handled by our Clinical Psychologist, and at the conclusion of the program it was possible to recommend that the student proceed to preparatory school.

The second and third cases were referred to psychiatry. With attention and reassurance the second boy completed the program in good spirits; the third left after three weeks and arrangements were made for further assistance with professional associates in his home community.

We were slow to recognize the possible importance of speech therapy to classroom performance. Three weeks into the program, faculty and resident-tutors recommended that nine students be referred for speech evaluation. Four of the nine subsequently were given group speech therapy, their major problem being sibilant distortion, substitution of "th" for "s." We did not expect four weeks of therapy to improve speech patterns, but for each student we were able to forward a speech evaluation to his preparatory school. Next year, we shall screen for speech problems during the initial physical examinations.

## FINANCIAL

Support for the Dartmouth summer program was obtained from The Rockefeller Foundation which provided $150,000 to be used over a three-year period. Dartmouth College agreed to meet costs above that amount from other sources. As shown below, the overall per student cost for ABC 1964 was $1000.

| | Costs<br>Totals | Per Student |
|---|---|---|
| **Administration** | | |
| Expenses incurred recruiting staff, meeting with advisory groups, and visiting selected students and parents; Director's summer salary; Assistant Director's summer salary and room and board for his family; secretary; office supplies and telephone. | $10,500 | $186 |
| **Faculty** | | |
| Planning trips to Hanover, salaries, summer housing and meals for families. | 15,000 | 268 |
| **Resident-Tutors** | | |
| Salaries, room and board. | 6,500 | 118 |
| **Students** | | |
| Room, board, travel to and from Hanover, educational supplies, medical expenses, weekly allowance, tickets for plays and concerts, weekend trips. | 24,000 | 428 |
| Direct Operating Costs | $56,000 | $1,000 |

An institution contemplating a similar summer program should consider the likelihood of encountering unexpected expenses such as babysitters to free faculty wives to dine with students, weekend trips devised by imaginative tutors, resident-tutor orientation visits to secondary schools, meals for a steady stream of visitors, and year-round secretarial help.

As indicated, the figures shown above are direct costs only; they do not include overhead. They do not include that part of Mr. Simmons' travel and salary related to ABC recruitment. As Field Representative to the Independent Schools, his efforts are supported by a three-year $25,000 grant from the Charles E. Merrill Trust and yearly contributions ($1.00 per student enrolled) from each member school. Also omitted are two additional items financed by Dartmouth, one half of the Director's salary from January to June, 1964, and two Dartmouth offices used by Mr. Simmons and his secretary. Finally, and most important, this accounting does not show that key item which made all of this possible, the ABC scholarships committed by the preparatory schools from their own resources. Therein lies the heart of this effort and the major barrier to expansion.

ABC scholarships average $2500 per year. With the exception of a few large well-endowed institutions, member schools simply do not have the resources to support more than one or two each year. Indeed, because ABC students average three years at preparatory school, a serious limitation may be the inability of member schools to finance additional ABC students before the first ones have graduated. Clearly, if ABC is to become a significant national effort providing quality education for large numbers of disadvantaged students, additional scholarship funds must be found.

# RECOMMENDATIONS AND REPORTING

In addition to the instruction and transition which ABC provided, a major function of the program was the evaluation of each student. On the one hand, the staff undertook to determine whether each student should be recommended for admission to his secondary school, and on the other we prepared a detailed evaluation to assist the school in counseling and placement. This latter procedure provided an essential link between prior secondary school experience and the problems of educationand adjustment in preparatory school.

In deciding whether or not to recommend a student to preparatory school, the ABC faculty attempted to measure:

...his prospects for academic survival

...whether by his attitude and effort he had earned
the opportunity.

For each student, a final report and recommendation (samples Appendix F) was sent to his preparatory school. Recommendations were based upon mid-program and final reports written by teachers and resident-tutors, individual student conferences with members of the staff, and consensus reached at the final faculty meeting.

The reports recommended English and mathematics grade placement. They identified areas for concern--personal traits, academic weaknesses, medical considerations. Along with each report we sent a copy of the student's mathematics final examination and reading profile.

Of the fifty-five students participating in the program, the staff was able to recommend thirty-five without reservation. Twelve others were recommended with reservation, and in only eight cases did the ABC faculty conclude that the students could not be recommended to their preparatory schools:

> one did not complete the program for emotional reasons.
>
> three did not have the aptitude for a more competitive academic situation. They were strongly motivated but weak in English and mathematics. Their teachers commented, "he simply lacks the ability to progress successfully in a mathematics program of any rigor," "I do not believe this student has the ability to get a passing mark," "His writing is positively primitive. . . nature has not provided him with the intelligence to do ordinary junior high school work."
>
> four others had the ability but were not recommended because they were unwilling or unable to sustain academic effort and self-discipline that seemed to justify a $2,500 per year preparatory school investment.

That three of these students were admitted, our recommendations to the contrary, testifies to the extent to which some preparatory schools are committed to helping genuine risks. Two of these students would be commuting from home as day students and one previously had attended preparatory school for five months; thus there seemed less chance that subsequent failure might seriously harm any of the three.

What of the others who are now studying at preparatory school? Though ABC has no further official responsibility for these students, we will follow closely their future progress for purposes of program evaluation. In this connection we have submitted a five-year research proposal which is now being studied by agencies of possible financial support. If financing can be obtained, we will have an extensive opportunity for follow-up study. Meanwhile, our unofficial responsibility is considerable.

One does not lightly encourage human ties only to sever them upon the passage of an arbitrary period of time. Since August we have had a steady flow of letters and calls from students, parents and schools. And even a visit from an ABC student and his father on their way to opening day at a nearby preparatory school. We have full confidence that this boy will succeed, but he was tense and apprehensive as he sat talking about the experience ahead --

he was not the jovial, confident lad who had completed ABC a few short weeks ago. He made us realize again how much we were asking, and how relieved we would be to receive the first term reports.

# CONCLUDING OBSERVATIONS

Our experience suggests that an intensive, coordinated effort by experienced teachers and undergraduate tutors can produce significant growth; that in eight weeks of total academic immersion disadvantaged students, in thought and expression, can rise to unsuspected levels of competence. ABC students did so with energy, discipline, and remarkable tolerance for stress.

We surely had our inadequacies, but at the risk of sounding self-satisfied, we have concluded that there are few changes we will make in another year. We are, of course, stirring about with "good ideas" for next summer, and we are eagerly looking to other summer programs for the benefit of their experience. However, our quite special responsibility to the preparatory schools is unique, and every new idea will have to stand the test - will this innovation enable us more sensitively and accurately to represent a boy's courage and academic promise to his preparatory school? And we will take care to see that ABC 1965 will have its chance to grow without being unduly structured or limited by 1964 conclusions.

This report has attempted to portray the framework of ABC, not to suggest or catalog its achievement. We are modest in our view of human change, particularly capacity for change in eight weeks. Indeed, we found so much to admire about these young people - openness, sincerity, willingness to stretch - that we welcomed change only as it represented growth. Increasingly, it seemed more appropriate to think of change in terms of opportunities which must be offered by our society - to the end that the talent and promise represented in ABC will not be wasted - that ultimately each of us will be beneficiaries.

# APPENDICES

APPENDIX A

## FAMILY PROFILE

| | FATHER'S EDUCATION | FATHER'S OCCUPATION | MOTHER'S EDUCATION | MOTHER'S OCCUPATION | BROTHERS AND SISTERS | FAMILY INCOME |
|---|---|---|---|---|---|---|
| 1. | 7 | Barber | B. A. | Teacher | 2 | $ 7000 |
| 2. | 11 | Laborer | 10 | Housewife | 8 | 500 |
| 3. | - | Warehouse laborer | - | Housewife | 4 | 2350 |
| 4. | B. Th. | Minister | 12 | Food supervisor | 1 | 6000 |
| 5. | - | Elevator operator | 12 | Housewife | 5 | 3900 |
| 6. | 12 | Printer | R. N. | Registered nurse | 3 | 11350 |
| 7. | 12 | ----- | 12 | Dressmaker | 0 | -- |
| 8. | 11 | TV repairman | 13 | Housewife | 3 | 5000 |
| 9. | 12 | Traffic manager | 12 | Sewing mch. opr. | 2 | 5400 |
| 10. | B. A. | Real estate | 14 | Clerk | 1 | 8600 |
| 11. | 11 | Presser | 12 | Housewife | 2 | 4000 |
| 12. | 11 | Retired | M. S. | Teacher | 1 | 5200 |
| 13. | 9 | Hospital attendant | 14 | Nurse | 3 | 7000 |
| 14. | 11 | Deceased | 8 | Housewife | 3 | Social Sec. |
| 15. | 11 | Plumber | 12 | Housewife | 3 | 3600 |
| 16. | 9 | Cement packer | 13 | Cook | 2 | 4500 |
| 17. | 15 | Retired | 8 | Maid | 1 | 2000 |
| 18. | - | Floor maintenance | - | -- | 2 | 6900 |
| 19. | 10 | ----- | 12 | Practical nurse | 1 | 4850 |
| 20. | 10 | Deceased | 12 | Beautician | 2 | 4500 |
| 21. | - | Farmer | - | Homemaker | 1 | 1900 |
| 22. | 13 | Laborer | B. S. | Secretary | 1 | 7050 |
| 23. | 10 | Deceased | 8 | Maid | 3 | 5000 |
| 24. | 14 | Post office foreman | 12 | Deceased | 2 | 7100 |
| 25. | - | Truck driver | - | Housewife | 3 | -- |

| | | | | | | |
|---|---|---|---|---|---|---|
| 26. | 12 | ----- | 10 | Deceased | 0 | 2200 |
| 27. | 14 | Deceased | 12 | Housewife | 3 | 5550 |
| 28. | - | Deceased | - | Housewife | 3 | 3100 |
| 29. | 9 | Laborer | B. S. | Teacher | 1 | 6500 |
| 30. | - | Carpenter | - | Domestic | 0 | 2300 |
| 31. | 8 | Machinist | - | Housewife | 4 | 6000 |
| 32. | - | Cement mason | - | Housewife | 4 | -- |
| 33. | 14 | Barber | 12 | Housewife | 0 | -- |
| 34. | - | Retired | - | Housewife | 0 | 2000 |
| 35. | 6 | Farmer | 12 | Housewife | 3 | 3500 |
| 36. | 8 | Porter | 2 | Machine Operator | 0 | 3500 |
| 37. | 5 | Laborer | 7 | Housewife | 1 | 1900 |
| 38. | 12 | Painter | 9 | Whip braider | 6 | 3900 |
| 39. | 12 | Custodian | B. S. | Teacher | 5 | 6700 |
| 40. | 11 | Postman | 10 | Housewife | 2 | 5200 |
| 41. | 12 | Deceased | 12 | Housewife | 1 | Social Sec. |
| 42. | 10 | Unemployed | 7 | Housewife | 1 | 2300 |
| 43. | 12 | Shipping clerk | 12 | Housewife | 0 | 4000 |
| 44. | 11 | Sanitation worker | 14 | Seamstress | 1 | 6700 |
| 45. | M. D. | Deceased | 12 | Dressmaker | 4 | 5000 |
| 46. | 9 | ----- | 12 | Housewife | 4 | 2450 |
| 47. | - | Factory worker | - | Domestic | 2 | -- |
| 48. | 10 | Presser | 10 | Housewife | 2 | 4200 |
| 49. | M. Ed. | Teacher | M. Ed. | Teacher | 0 | 10000 |
| 50 | 11 | Rigger | 11 | Cafeteria worker | 2 | 5650 |
| 51. | 6 | Truck driver | 11 | Clerk | 2 | 7000 |
| 52. | 14 | Deceased | M. A. | Guidance counselor | 3 | 9550 |
| 53. | - | Laborer | - | Housewife | 4 | 4000 |
| 54. | 14 | County investigator | 13 | Housewife | 1 | 5050 |
| 55. | 6 | Truck driver | 5 | Domestic worker | 1 | 7000 |
| 56 | 12 | Mail carrier | R. N. | Registered nurse | 1 | 8200 |

## ACADEMIC PROFILE

| | AGE 6/20/64 | HOME ADDRESS | LAST SCHOOL 1963-64 | GRADE | RANK IN CLASS |
|---|---|---|---|---|---|
| 1. | 15 | Tuskegee, Ala. | Tuskegee Institute H. S. | 9 | Top 10% |
| 2. | 15 | New York, N. Y. | DeWitt Clinton H. S. | 10 | Top 10% |
| 3. | 15 | New York, N. Y. | Manhattanville Jr. H. S. 43 | 9 | Top 10% |
| 4. | 16 | Jackson, N. C. | Cherokee Central H. S. | 9 | --- |
| 5. | 15 | Pittsburgh, Pa. | Westinghouse H. S. | 9 | Top 10% |
| 6. | 17 | Hartford, Conn. | Hartford H. S. | 11 | Top 25% |
| 7. | 14 | Birmingham, Ala. | A. H. Parker H. S. | 9 | --- |
| 8. | 14 | Portland, Me. | King Jr. H. S. | 8 | Top 25% |
| 9. | 15 | Brooklyn, N. Y. | Nathaniel Macon Jr. H. S. | 9 | Top 10% |
| 10. | 14 | Richmond, Va. | Armstrong H. S. | 9 | Top 10% |
| 11. | 14 | New York, N. Y. | Manhattanville Jr. H. S. 43 | 8 | Top 10% |
| 12 | 16 | Boston, Mass. | Boston Technical H. S. | 10 | Top 50% |
| 13. | 17 | New York, N. Y. | Charles Hughes H. S. | 11 | --- |
| 14. | 13 | New York, N. Y. | LaSalle Jr. H. S. 17 | 8 | Top 10% |
| 15. | 14 | Henderson, N. C. | Henderson Institute | 8 | Top 10% |
| 16. | 15 | Baltimore, Md. | Washington Jr. H. S. | 9 | Top 10% |
| 17. | 16 | Hartford, Conn. | Weaver H. S. | 10 | Top 25% |
| 18. | 15 | Charleston, S. C. | Bonds-Wilson H. S. | 10 | Top 10% |
| 19. | 14 | New York, N. Y. | Beha Jr. H. S. 60 | 9 | Top 10% |
| 20. | 14 | Pittsburgh, Pa. | Westinghouse H. S. | 9 | Top 10% |
| 21. | 15 | New York, N. Y. | Cooper Jr. H. S. 120 | 9 | Top 10% |
| 22. | 15 | Cleveland, Ohio | Harry Davis Jr. H. S. | 9 | Top 10% |
| 23. | 14 | New York, N. Y. | Stitt Jr. H. S. | 9 | --- |
| 24. | 14 | New York, N. Y. | Jefferson Prk. H. S. 117 | 8 | --- |

## APPENDIX B

| I. Q. | TEST & DATE | ENTERING SCHOOL | GRADE |
|---|---|---|---|
| 103 | Otis 1964 | Wilbraham Academy | 10 |
| 110 | Pintner 1962 | DeVeaux School | 10 |
| 133 | --- 1962 | Cornwall Academy | 10 |
| 115 | --- 1955 | Did not enter ABC summer program | |
| 95 | Otis 1963 | (Contingent admission, Cheshire Acdy. | |
| 92 | --- | (Not recommended<br>Suffield Academy | 11 |
| 117 | Otis 1963 | Windsor Mountain School | 10 |
| -- | --- -- | Mount Hermon School | 9 |
| 125 | Pintner 1963 | Kent School | 9 |
| 126 | CTMM 1961 | The Gunnery | 10 |
| -- | --- -- | Phillips Academy | 9 |
| 143 | Terman-McNemar 1963 | Holderness School | 11 |
| -- | --- -- | Mount Hermon School | 11 |
| 106 | Pintner 1957 | St. Paul's School | 9 |
| 114 | Otis 1963 | Taft School | 9 |
| 120 | Otis 1963 | Phillips Academy | 10 |
| 110 | Otis 1961 | Solebury School | 10 |
| 116 | CTMM 1963 | The Gunnery | 10 |
| 125 | Pintner 1962 | Cushing Academy | 9 |
| 133 | Otis 1963 | The Choate School | 10 |
| 104 | Pintner 1962 | Groton School | 9 |
| 121 | Terman-McNemar 1963 | Governor Dummer Academy | 10 |
| -- | --- -- | Cheshire Academy | 9 |
| 102 | Otis 1963 | Collegiate School | 9 |

| | | | | | |
|---|---|---|---|---|---|
| 25. | 16 | Mission, S. D. | Todd County H. S. | 11 | Top 10% |
| 26. | 14 | Birmingham, Ala. | Hayes H. S. | 9 | Top 25% |
| 27. | 15 | Mount Vernon, N. Y. | Washington Jr. H. S. | 9 | Top 10% |
| 28. | 14 | Woodbridge, Conn. | Amity Regional Jr. H. S. | 8 | Top 50% |
| 29. | 14 | Hartford, Conn. | Richard Kinsella Jr. H. S. | 8 | Top 10% |
| 30. | 16 | Roxbury, Mass. | English H. S. | 10 | Top 10% |
| 31. | 13 | Rustburg, Va. | Campbell County H. S. | 8 | Top 33% |
| 32. | 14 | New York, N. Y. | Inwood Jr. H. S. 52 | 9 | Top 50% |
| 33. | 14 | New York, N. Y. | Cooper Jr. H. S. 120 | 9 | Top 10% |
| 34. | 16 | Steubenville, Ohio | Steubenville H. S. | 11 | Top 50% |
| 35. | 15 | New York, N. Y. | Wagner Jr. H. S. 167 | 9 | --- |
| 36. | 17 | Brooklyn, N. Y. | John Jay H. S. | 10 | Top 25% |
| 37. | 15 | Philadelphia, Pa. | Henry C. Lea Jr. H. S. | 9 | Top 10% |
| 38. | 16 | LaCrosse, Va. | East End H. S. | 10 | Top 10% |
| 39. | 15 | Chase City, Va. | West End H. S. | 9 | Top 10% |
| 40. | 14 | Salisbury, N. C. | Price Jr. H. S. | 9 | --- |
| 41. | 15 | Bridgeport, Conn. | Bassick H. S. | 9 | Top 10% |
| 42. | 14 | Salinas, Cal. | Elkhorn Elementary | 8 | Top 10% |
| 43. | 17 | New York, N. Y. | Ben Franklin H. S. | 11 | --- |
| 44. | 15 | Brooklyn, N. Y. | Macon Jr. H. S. | 9 | Top 10% |
| 45. | 14 | Clarksville, Va. | West End H. S | 9 | Top 10% |
| 46. | 14 | Birmingham, Ala. | C. W. Hayes H. S. | 9 | Top 10% |
| 47. | 15 | New York, N. Y. | Beha Jr. H. S. 160 | 9 | --- |
| 48. | 14 | Monogahela, Pa. | Peabody H. S. | 9 | Top 25% |

|  |  |  |  |
|---|---|---|---|
| -- | --- -- | Vermont Academy | 11 |
| -- | --- -- | Windsor Mountain School | 10 |
| 96 | CTMM 1959 | Cheshire Academy | 10 |
| 123 | Otis 1961 | Hotchkiss School | 9 |
| 122 | Stanford-Binet 1964 | St. Paul's School | 9 |
| -- | --- -- | Commonwealth School | 11 |
| 99 | CTMM 1962 | Groton School | 8 |
| 114 | Pintner 1962 | Cheshire Academy | 10 |
| 114 | Pintner 1964 | Governor Dummer Academy | 10 |
| 110 | CTMM 1961 | Kimball Union Academy | 11 |
| 105 | Otis 1963 | Collegiate School | 9 |
| 111 | --- 1962 | Cornwall Academy | 11 |
| 110 | --- 1963 | Solebury School | 10 |
| 124 | CTMM 1960 | Phillips Academy | 11 |
| 112 | CTMM 1961 | (Contingent admission, George School<br>(Not recommended |  |
| -- | --- -- | Mount Hermon School | 10 |
| 129 | Pintner 1960 | (Contingent Adm., Kimball Union Acdy.<br>(Decided not to attend |  |
| -- | --- -- | Phillips Academy | 9 |
| 104 | --- 1963 | (Contingent adm., Mount Hermon Sch.<br>(Not recommended |  |
| 115 | Pintner 1963 | Phillips Academy | 10 |
| 137 | CTMM 1961 | Taft School | 9 |
| -- | --- -- | Windsor Mountain School | 10 |
| 114 | Otis 1963 | Cushing Academy | 9 |
| 121 | Otis 1963 | (Contingent adm., Kiskiminetas Spgs. Sch.<br>(Not recommended |  |

| | | | | | |
|---|---|---|---|---|---|
| 49. | 15 | New York, N. Y. | Jefferson Park Jr. H. S. | 9 | Top 25% |
| 50 | 14 | New Shrewsbury, NJ | Freehold Regional H. S. | 9 | Top 50% |
| 51. | 16 | New York, N. Y. | Geo. Washington V. & T. H. S. | 9 | --- |
| 52. | 16 | New York, N. Y. | High School of Commerce | 11 | --- |
| 53. | 13 | New York, N. Y. | William Cowper Jr. H. S. | 8 | Top 10% |
| 54 | 14 | Memphis, Tenn. | Corry Jr. H. S. | 9 | Top 10% |
| 55. | 15 | New York, N. Y. | Haaren H. S. | 10 | Top 10% |
| 56. | 14 | Clarksville, Va. | West End H. S. | 8 | Top 10% |

|  |  |  |  |
|---|---|---|---|
| 104 | Otis 1961 | Collegiate School | 9 |
| 96 | Otis 1962 | Cornwall Academy | 10 |
| 103 | --- -- | Lenox School | 10 |
| 122 | Henmon-Nelson 1962 | (Contingent adm. Wilbraham Academy<br>(Not recommended |  |
| 117 | Otis 1961 | Mercersburg Academy | 9 |
| 124 | Lorge-Thorndike 1962 | Tilton School | 9 |
| 116 | --- 1961 | Tilton School | 11 |
| 119 | CTMM 1962 | Taft School | 9 |

APPENDIX C

## ABC RESOURCE PERSONS
## and
## THEIR STUDENTS

| | |
|---|---|
| Madge Avent<br>Guidance Counselor<br>Henderson, North Carolina | Harold Cushenberry |
| James Bennett<br>Teacher<br>Salisbury, North Carolina | Leonard Rankin |
| Nancy Bottero<br>Teacher<br>Carmel, California | Roger Riley |
| George Boyd<br>Guidance Counselor<br>Birmingham, Alabama | William Burns |
| Jeannetta Branche<br>Guidance Counselor<br>Tuskegee Institute, Alabama | Edgar Alexander |
| Wilbert Burgie<br>Educational Administrator<br>New York, New York | Gregory Griffin<br>Edward Lemon |
| John Carter<br>Social Worker<br>Hartford, Connecticut | Jimmie N. Brown<br>Philip Duke<br>Randall Johnson |
| Garvey Clarke<br>Lawyer<br>Brooklyn, New York | Bernard Bennett<br>Richard Cardin<br>Lonnie Crowder<br>Gregory Pope<br>Harold Robinson |
| Hazel Duncan<br>Teacher<br>Rustburg, Virginia | Barry Jones |
| Edwin Edmonds<br>Minister<br>New Haven, Connecticut | Gary Johnson |
| Charles Egan<br>Lawyer<br>New York, New York | Jeremiah Gadsden<br>Lawrence Miller |
| Bernard Fielding<br>Lawyer<br>Charleston, South Carolina | Stanford Edley |
| Richard Gary<br>Minister<br>New York, New York | Patrick Chang |

| | |
|---|---|
| Alfred Greenberg<br>Guidance Counselor<br>Mt. Vernon, New York<br>and<br>Roscoe James<br>Educational Administrator<br>New York, New York | Goetz Hoffmann |
| Gladys Guson<br>Social Worker<br>Boston, Massachusetts | Robert Johnson |
| James A. Gusweller<br>Minister<br>New York, New York | Lonnie Crews<br>Andre Taylor |
| Helen Heath<br>Guidance Counselor<br>Birmingham, Alabama | Wendell Hale<br>Edward Scroggins |
| Livingstone Johnson<br>Lawyer<br>Pittsburgh, Pennsylvania | James E. Brown<br>Thomas Ficklin<br>Henry Sloan |
| Arthur Kobacker<br>Business Executive<br>Steubenville, Ohio | Jeffrey Palmer |
| Ruth Land<br>Guidance Counselor<br>Baltimore, Maryland | Andre Davis |
| Enrique Mulero<br>Educational Administrator<br>New York, New York | Jose Alvarado |
| Irene Pierce<br>Principal<br>Chase City, Virginia | Martin Rainey<br>Edward Ross<br>Frederick Wood |
| Grace Pleasants<br>Guidance Counselor<br>Richmond, Virginia | John Chambers |
| Edward Ranaghan<br>Guidance Counselor<br>Portland, Maine | Joseph Campbell |
| Howard Robinson<br>Guidance Counselor<br>South Hill, Virginia | Leslie Powell |
| Julian Robinson<br>Government Official<br>Jersey City, New Jersey | Kenneth Sullivan |

| | |
|---|---|
| Bernard Shapiro<br>Principal<br>Bridgeport, Connecticut | Earl Rhue |
| Charles Sikoryak<br>Educational Administrator<br>New York, New York | Larry Eng<br>Richard Griffin<br>William Perkins<br>Richard Rivera<br>James Simermeyer<br>Raymond Soto<br>Donald Tillery<br>John Watson |
| James Stewart<br>Minister<br>Philadelphia, Pennsylvania | Tony Porter |
| Oscar Welch<br>Guidance Counselor<br>Cherokee, North Carolina | Fred Bradley |
| John Wells<br>Minister<br>Bronx, New York | Conrad Vickers |
| John Williams<br>Guidance Counselor<br>Mission, South Dakota | Trudell Guerue |
| Webster Williamson<br>Guidance Counselor<br>Memphis, Tennessee | Allen Wade |
| Virgil Wood<br>Minister<br>Boston, Massachusetts | Ronald Clarke |
| Amy Young<br>Educational Administrator<br>Cleveland, Ohio | Donald Gay |

APPENDIX D

# ENGLISH LITERATURE AND COMPOSITION - SAMPLE PROGRAM

By John Lincoln
Chairman, Department of English
The Choate School

## Instruction in the Reading of Literature

The primary aim of the instruction and of the discussions in class is to foster increasing insight into WHAT a story or novel presents and an awareness of HOW the writers accomplish their aims.

Since I presently believe that sensitivity and skill of this sort is partly an aspect of one's age (as well as of his intelligence, interest in fiction, and experience with reading), I try to adapt both the books read and the analysis to the age of the group with which I happen to be working. For example, I would not expect a fourteen year old boy to respond to the ending of A Farewell to Arms with the same understanding and appreciation that I would expect of a boy of eighteen or a man of thirty-five.

In general, then, I am happy to teach certain stories from Great Tales of Action and Adventure to ninth grade ABC boys. We establish the meaning of plot, setting, and character; the relationships between the three; the ways by which authors can combine them or emphasize one more than the other two; the role in plot of crisis, tension, climax, and dramatic foreshadowing; the nature of irony; and the fun of suspense. But before we examine a story to note an author's handling of these and other matters like his choice of vivid words, we make sure we know the facts! Who did what when and where and why? Quizzes for these boys reward this kind of reading; that is, 3 out of 4 questions concern details that are emphasized in the story. The 4th may require a more sophisticated kind of awareness. Lastly, in a Summer Program of this sort, I believe that a few pages read well will probably be more meaningful to the development of skill in simple analysis than will many pages read less carefully.

For the older boys I try to select stories that involve more than simply flat characters and a melodramatic plot, though it is often interesting to use this type once in a while. The less worldly wise of a group often enjoy an action yarn, perhaps because they do not need to worry about missing the author's intention and key but subtle suggestions about "round" characters. The discussion in class involves the use of the terms noted above; and I expect the boys to know the "facts." But as time passes, I try to lead them to be aware of HOW a writer manages a certain effect; for I hope to develop in them an interest in and respect for design.

Much of the instruction attempts to proceed via an exchange of questions. I will lecture briefly to supply information of an historical sort; and I will sometimes insert a summary of what I believe the main points of the discussion to have been up to that time. (I should have mentioned my effort to describe to the boys the sort of questions they should ask themselves as they undertake to probe the WHAT and WHY.) But most of what we decide evolves from discussion.

## Instruction in Composition

Because I believe that boys attending boarding school must be able to write effectively to meet the demands of their courses, I am emphasizing composition in my teaching:

Every boy writes the equivalent of four 150 word paragraphs a week.

Every boy must submit corrections of every paper at the class which follows my correcting and return it.

Every boy is asked to write complete sentences or short paragraphs when answering questions given in tests of the reading.

Every boy in my grade 10 class will write at least six 500 word themes before the session ends; every ninth grader will write at least five. As noted above, the other assignments emphasize the paragraph of 150 words.

Every boy writes two Detailed Summaries a week ( plus correction of them).

Boys with severe deficiencies receive special attention in Conference after lunch. Some are also helped by their resident-tutors after a chat with me.

Finally, every boy receives instruction in the fundamentals of organization, choice of pertinent details, selection of vocabulary, and the formation of sentences in most classes during a week. In addition, they are often asked to study a book about writing (Writing: Unit-Lessons in Composition, edition C, Ginn and Company) and to do exercises related to this and other instruction. Appropriate selections by professional writers are also closely examined (From Paragraph to Essay and certain stories).

## Certain procedures:

In general, the first steps of the instruction emphasize organization, the use of specific and appropriate examples or details, and the selection of accurate, vivid verbs and nouns. Here I combine chapters in Writing with selections from, say, Paragraph to Essay; my efforts in class are given to clarifying and emphasizing the key points and to answering any questions the boys have. In addition, I often outline a paragraph on the blackboard (explaining my steps as I proceed) and then, with the aid of the boys, "compose" a paragraph either on the board or by voice.

For example: boys in grade 10 were asked to study the following chapters in Writing: 3, 4, 8, 21. They also wrote a paragraph of 150 words for each chapter. Discussion in class emphasized key points. Then the boys read "Wallace" in From Paragraph to Essay; they were told to give special attention to the aim of the writer, his attitude toward his main subject and aim, his choice of concrete details, and his organization including his use of transition words and phrases. Finally, the boys were asked to write a theme of 500 words on a friend of theirs; and they were directed to imitate the procedure (not the content, of course) that they had noted used in "Wallace." I was pleased by the content and organization of seven out of nine papers.

In the middle and final steps of the instruction, the emphasis shifts to a study of correct usage and effective sentence structures, though the request for coherent organization and specific detail is always sounded. Some of the matters studied include faulty shifts in tense, cures for wordiness, the nature and role of parallel structure, the importance of clear pronoun reference, and punctuation. Once again, I attempt to use Writing, samples by professionals, and classroom lecture plus demonstration to establish the point of the instruction; and all the while, the boys are asked to incorporate the advice and constructions in their own paragraphs or themes.

My handling of the period known as English Conference

In 1964 every student had three English Conferences a week; the other three meetings of that period were given to work in Reading with Mrs. Roberts. Under this arrangement, I usually had four boys in each Conference, as opposed to six and nine in the regular classes that met later in the morning.

Two of the weekly meetings are devoted to what I call "A Detailed Summary." I have given a full description of all that this exercise involves to Dean Dey for the English File.

The other meeting in the week, usually the middle one, is given to an examination of some matter I think of as mechanics: the punctuation of dialogue, the use of the apostrophe, the setting up of a manuscript (the title, the use of margins, etc.), and to certain matters of usage. I use the blackboard a lot and try to promote understanding via frequent questioning.

An English Exercise. "A Detailed Summary" (used twice a week to develop skill in understanding spoken English and in writing detailed summaries of a brief lecture).

Twice a week in the period known as English Conference, I use the following exercise:

The boys prepare by having a sheet of paper and a pen. Then they listen to me read a brief lecture, taking down notes about key details as they hear them. After the first reading, I answer any questions the boys may have about spelling or vocabulary. Then I read the passage for a second time, seeking to adopt a pace and style of delivery that are common to most lecturers.

The passages themselves were carefully prepared to represent effective organization, pertinent details and examples, and standard written sentence structures. Some of the passages emphasize certain matters of usage or sentence structure like the use of the past perfect tense.

After the boys hear the passage for the second time, they are allowed 15 minutes to write a detailed summary. Unlike the instructions for most precis writing, I encourage the boys to use as much of the passage's vocabulary and phrasing as they remember. For I do not want the boys to make mistakes if they can possibly avoid them. This is a teaching device more than a testing one: I want them to write about 130 words in which they present well-organized details in a lucid, correct manner.

A long-range hope is that with practice the boys will absorb the fundamentals of organization and sentence structure embodied in the passages, and use them one day when writing a paper for any course.

The content of the first passages reflects their emphasis on narrative. The later passages are largely expository in nature.

Finally, I ask each boy to read his detailed summary aloud. I request clear enunciation, pausing at the appropriate places, and a tone of voice suitable for an audience.

After each reading, I sometimes ask other boys to suggest improvements; and I myself usually suggest one or two changes in tense, vocabulary, and even sentence structure. As I make these suggestions, I try to establish the principle guiding me if there is any.

After class, I correct the passages and return them to the boys at our next meeting. They, in turn, must correct their errors on a separate sheet and submit these revisions to me at the next class. If a boy does badly, I also ask him to meet me for a talk in the Conference Period after lunch.

A Sample of the type of passage read in the exercise I call "A Detailed Summary."

### Passage A 3

On December 2, 1776, a little old lady began to walk from her farm in the country to the headquarters of the American army. Her thin body shook with cold, for her ragged clothing provided little protection against the chilly air. The lady, Lydia Darragh, was a Quaker, and she hated war. But she had a relative who was serving in the army of George Washington; and what she knew might save her relative from death on the battlefield. Somehow she had learned that General Howe, with five thousand British soldiers, was planning to make a surprise attack on the American army. So despite her fatigue and the cold, Lydia Darragh trudged along the road until she came to an American outpost. There she whispered her message to an officer, who immediately reported the news to General Washington himself. The general sounded the alarm at once, and the Americans prepared to fight. When the British arrived on the scene, they were so surprised by the Americans' rifle fire that they retreated in panic. A little old lady who hated war had saved the Americans from a bitter defeat.

I append two papers written by students in class, and their corrections.

Excellent

July 11

# A Patriot's Duty

On December 2, 1777, a ragged old lady was walking from her (h) farm, ~~to~~ the headquarters of the American army. Although a Quaker who hated war, she was tramping through the cold, bitter day to give aid to the American army because she was afraid that one of her relatives, an American (S o) soldier might get killed. The ~~ladies~~ lady's name was Lydia ~~Darragh~~ Darragh. When she came to the American camp, she gave the information she had to an officer, ~~or the (officer)~~ who then told Washington. The message in effect said that a British army of five thousand men under General Howl was planning to attack, at this news, the American army quickly prepared for battle. When the British attacked, they were surprised, for they met strong opposition which caused them to retreat. In this way Lydia Darragh, who hated war, had saved the American cause.

Very good job in this sentence You handle the structure well.

Philip Duke

Name ?

Lydia Darragh Quaker

Correct

Lecture ③

dec 2 1777 little Lady old farm walkin to army

Heads within shoulder cold shock

Litlia Burald was quaker hate a war

relative in 1904 save him.

nadline surprise information 5,000 Howe Attach

Army American outpost to

officer to Washington alarm

ready to fight. British

saprisied + reatiented

Save Americans from utter defeat retreated save the

American from bitter defeat

Good Title

## A Patriot's Duty

Better work

On December 2, 1777, a ragged old lady was walking from her farm to the head quarter of the American army. Althoug~~ht~~ se a Quak who hated war, she was trampling throug the cold, bitter day. to give aid to the American Army. She was going to a the army because she was afraid th one of her relative,s an American soldier, might get Killed. The ~~emaciated~~ lady's name was Lydia Darragh.

Whe she came

voc to the American camp she ~~told~~ gave the information she had to an officer. The
Rep officer told Washington the message, in effect, said that a British army of five thousand men under General
sp Howe was planing to attack. At this news the American army quickly prepared for battle. When the British attacked, they were surprised, for they met
sp strong opposition which caused them to retreat. In this way Lydia Durragh who hated war, had saved the American cause.

# TWO WEEK REPORTS

## JUNE 29 - JULY 11, 1964

### The Grade Nine Section:

READING: From Great Tales of Action and Adventure: (read in the order listed)

"The Bamboo Trap"
"The Most Dangerous Game"
"The Interlopers" and "August Heat"
"Leiningen and the Ants"
"To Build a Fire"

Procedure: every story was examined in class after a quiz of 4 or 5 questions that were chosen to reward an attentive reading. The discussion considered plot, setting, character, crisis, climax, irony and other points the boys wished to raise. Comprehension was usually fair plus, though all missed the details of the crime in "August Heat."

WRITING:

The following chapters in Writing were studied: 3, 4, 7, 8.

The boys wrote 4 paragraphs of 150 words approximately on subjects listed in Writing or on subjects I assigned re: their reading of a story. (These were prepared outside of class.)

The boys were asked to submit corrections of all writing I corrected, including quizzes and paragraphs.

The boys wrote four paragraphs under controlled conditions, the exercise being one I call a brief lecture plus a detailed summary.

THE ENGLISH CONFERENCES

I used two each week to handle the work I call Lecture plus Summary. I used the other meetings to handle some aspect of composition: the punctuation of dialogue; the sentence fragment.

BRIEF COMMENT:

One difficulty has been that of getting every boy to do every assignment, and every correction on time. The quality of the performance varies quite a bit from day to day.

### The Grade Ten Section:

READING: From From Paragraph to Essay: (in order assigned)

"American Summer"

"Wallace" - used intensively
"The Marsh Dwellers of Southern Iraq"
"J. D. Marstook"

Procedure: these selections were studied primarily as samples of points I tried to make in class and other homework assignments about organization, choice of details, and a vivid vocabulary. "Wallace" served my purposes well.

### WRITING:

The following chapters in Writing were studied: 3, 4, 21, 22, 7, 8.

The boys wrote six paragraphs of about 150 words each; and they wrote one theme of about 500 words on a friend. (They were asked to follow a procedure for planning we had worked on since the start.) These were done outside of class.

The boys were asked to submit corrections of all the writing I corrected, including quizzes, paragraphs, and the theme of 500 words.

In addition, the boys wrote 4 paragraphs of about 130-150 words under controlled conditions. The exercise is one I call a Lecture plus Summary.

### THE ENGLISH CONFERENCES

I used two each week to handle the work I call Lecture plus Summary. I used the other meetings to examine the sentence fragment and the punctuation of dialogue.

### BRIEF COMMENT

Progress has been impeded by the inability of some boys to meet every deadline and to prepare every assignment carefully. Those who did apply themselves accomplished quite a bit, I think.

## JULY 13 - 25, 1964

No report.

## JULY 27 - AUGUST 8, 1964

### The Grade Nine Section:

READING: The Odyssey, (Translated by Robert Fitzgerald) Books 1 - 14.

Before the reading began, I lectured a bit on the background against which much of the action takes place. I spoke of the Trojan War, of the principal heroes of the time and of their pursuit of arete and fame, of the gods and their relationships with mortals, and of the importance of hospitality to the ancient Greeks. (This last element is one I emphasize when discussing the various books and the sub plots.) I also suggested ways by which they could seek to make their study of each assignment a pleasant and productive one.

Most of the assignments have required the boys to read two books at a time. The regular quizzes have held them to a reasonably careful reading; in fact, the boys know that they are to view the tests as indications of just how well they do manage a book like The Odyssey.

The response of the boys has been good: most are keenly interested in all of the events and characters.

## WRITING

The boys wrote six quizzes on The Odyssey. Most of the questions required them to write a total of about 125 words (that is, 125 for the quiz, not each question.) It is worth noting that the boys took pains to make their sentences correct in structure as well as informative in content.

The boys wrote three paragraphs of 170 words each on topics related to their reading. They also wrote a theme of 300 words.

The boys also wrote six Detailed Summaries of more Lectures. The Summaries have been about 175 words in length. I have started to correct these individually with each boy at my desk. I have also paused after the first reading of the Lecture to point out the way in which the material is organized.

The boys were required to submit corrections of all their written work.

In class I devoted four periods to a continued study of Faulty Shifts and to an explication of certain points about tense. Not a few boys have been weak in these two areas when writing paragraphs.

## THE ENGLISH CONFERENCES

I used all six for the Lectures plus Detailed Summaries. To an increasing degree, I have added comments designed to help the boys note the organization and choice of details in each Lecture.

## BRIEF COMMENT

The boys saw a performance of As You Like It. They enjoyed it.

## The Grade Ten Section:

READING: Hemingway, The Old Man and the Sea
Wharton, Ethan Frome

The boys read The Old Man and the Sea in three sittings, and Ethan Frome, three sittings. Every reading was submitted to a quiz of four or five questions; and there was some class discussion of setting, plot, character, main theme and irony. I would have liked to discuss more in class than we did; but a focus on certain weaknesses in the writing of most of the boys obliged me to slight the reading for composition and grammar.

Most of the boys did a fair job on the quizzes. The grades indicated a penalty for faulty expression.

## WRITING

Because the results of my initial efforts to "teach" expository writing were weak, I decided to limit the writing of exposition to certain Detailed Summaries, answers on quizzes, and paragraphs of about 160 words. The longer theme of 500 words, written once a week, I turned into an exercise in personal essay writing. The subject of each theme was to be an installment of their autobiography. I hoped that the nature of the subject matter would enable each boy to concentrate upon organization, the selection of vivid, pertinent details and the writing of effective sentences. The boys wrote two of these installments, and three paragraphs of about 170 words each.

The boys also wrote six Detailed Summaries of more Lectures. Each summary totaled about 170 words. I made a special effort to point out the organization of each Lecture in the hopes that the boys would become more aware of focus and organization in their own themes.

We devoted about four classes to more work on Faulty Shifts and to some work on tense. In regard to the latter item, my instruction and the use of practice drills have led to only slight improvement.

I also reiterated the fundamentals about a topic sentence and gave two classes to another effort to help them learn how to handle a topic like: The Courage of the Old Man or The Appalling Existence of Ethan Frome.

The boys were required to submit corrections of their written work. The quality of the corrections declined: many were done badly, and not a few were late.

## THE ENGLISH CONFERENCES

I used all six for Lectures plus Detailed Summaries.

## BRIEF COMMENT

The boys saw a production of As You Like It. I have given special help to three boys in an effort to bring their work to passing.

## AUGUST 10 - 19, 1964

### The Grade Nine Section:

READING: Homer, The Odyssey, Books 15-24.

Instead of giving quizzes as I had earlier, I tested the day's reading and provided drill in composition by requiring the boys to develop a statement about an assignment in a paragraph of about 150 words. I allowed about seventeen minutes.

Hamilton, Edith, Mythology, Chapters 7, 8, 9, 10, 11, 13, 14, 17.

Because of the boys' interest in The Odyssey, we used three assignments in the Hamilton book. Because of other work in class, we did not discuss any of the selections.

## WRITING

The boys wrote four paragraphs of about 150 words each, in class, on topics related to The Odyssey.

The boys also wrote, in class, four more Detailed Summaries of Lectures. These I corrected with each boy immediately after the writing.

The boys continued to submit corrections of all their written work.

I gave parts of two periods to a description, on the blackboard, of tense, mood, and voice. We used another period for drill via a work sheet I had prepared. Then I talked about Parallel Structure, Case and Dangling Modifiers. I do not believe that I gave any of this material the thorough drill it apparently requires, though many of the boys picked up the theory of parallel structure quite quickly.

For the Examination, the boys wrote a 500-600 word paper outside of class and an essay in class on the final Monday and Wednesday.

## THE ENGLISH CONFERENCES

The boys wrote four Detailed Summaries of Lectures, handling concrete subjects more readily than abstract ones.

## ADDITIONAL COMMENT

The bovs enjoyed a production of Rhinoceros. I did not discuss it in class as I had expected to because I was trying to teach certain points about writing. I probably erred in this oversight.

THE EXAMINATION: Partly because I had not required the boys to write in class for an entire period before the final week, several used their time badly the first time I required an essay on Odysseus's revenge. Some never got to the topic itself; and many made errors of tense, punctuation, and syntax that I had hoped we were getting under control. On the second try, allowed on the following Wednesday and after blunt words by me in Tuesday's class of appraisal, the boys did better work generally re: focus, sentence structure, and choice of details. The 500 word paper written outside of class in the final week was somewhat disappointing; but my chagrin is somewhat tempered by my awareness that this was the first assignment of this length in the summer. Earlier I had purposely limited the length to paragraphs of about 160-180 words and to less frequent themes of about 300 words. Handling tense properly remained a problem.

## The Grade Ten Section:

READING: Robert Frost's Poems, edited by Louis Untermeyer, Washington Square Press
"The Pasture", "Mending Wall", "An Old Man's Winter Night", "The Road Not Taken", "Two Tramps in Mud Time", "After Apple Picking", "A Time to Talk", "Stopping By Woods. . .", "Home Burial", "The Code", "Death of the Hired Man", "The Tuft of Flowers".

I did not do Frost or poetry anything like justice because I worked in class on matters related to the boys' writing. But they liked Frost, though a couple of boys indicated they did not relish poems about nature.

I assigned one poem for memorization: "Stopping by Woods" or "The Road Not Taken".

My assignments in composition required the boys to review and think about character and plot and setting in Ethan Frome. The exercise was fruitful, I believe.

## WRITING

The boys wrote two more installments of their autobiography. The word total was at least 600 words for each effort. The content showed improvement; the details were often vivid, informative, and appropriate. The last one also showed overall improvement in sentence structure, and usage, and punctuation. But tense remained weak.

In an effort to help them learn to write a critical study of a novel or character, I required the boys to write a series of related paragraphs on the topic: The Blows That Ethan Frome Suffered During His Life. They wrote a paragraph a night, each about 180 words long; and the second and succeeding paragraphs had to begin with a suitable transition phrase or sentence. I also stressed again the role of details and suitable examples. I liked the exercise, and believe that it helped many boys to discover finally just what a paragraph and 600 word theme actually are.

The boys wrote four Detailed Summaries of Lectures. Ones with abstract terms gave some difficulty.

I required corrections of all written work.

In several classes I worked, via the blackboard and practice sheets, on voice, mood, parallel structure, case, and dangling modifiers. The effort helped a few become aware of certain deficiencies in their writing.

## THE ENGLISH CONFERENCES

The boys wrote four more Detailed Summaries. I used another period for tutorial guidance in composition.

## ADDITIONAL COMMENT

The boys enjoyed Rhinoceros. I did not discuss it as I probably should have. It was evident that all had perceived the main point, had enjoyed some of the farce, and wanted to discuss Berringer's ambiguous words at the end.

THE EXAMINATION: Because I had not required my boys to write in class for fifty minutes prior to the final week, I allowed them two tries on August 17 and 19. In general, the first effort was poor. Many lost their heads and put down anything that came to the far off mind. They also made several errors that were painful to behold at this date. So I spoke bluntly about their folly on Tuesday. Happily, the second efforts on Wednesday were somewhat improved, at least in focus, organization, and even sentence structure. (But a couple of papers were weak.)

The other part of the Examination - a 600 word theme prepared outside of class - I made a final installment of the autobiography. The boys did about as well as they could at this point, though I would have been happier than I was if sentence fragments and tense errors had been absent.

## IN RETROSPECT, INCLUDING RECOMMENDATIONS

### Grade Nine:

READING: I think that the reading selections for the grade nine group were good. The boys enjoyed them, and I was able to speak to certain fundamentals of literary analysis. Perhaps I should have given The Odyssey a little more time in class discussion; and I slighted Mythology, which I would recommend for another year. The boys might be asked to read parts of it outside of class, though with all that most boys had to do in addition to class work the assignment of extra outside reading might not be wise.

### Grade Ten:

READING: I do not think that I would want to use From Paragraph to Essay again. At this point, the only strong selection appears to be "Wallace", which is a gem for the purpose: the boys enjoyed it hugely, and I used it intensively to teach a lot about choice of details, organization, transition, so forth. But the other selections lack this distinction. I would try to obtain "Wallace" by duplicating it if necessary or in another anthology if one contains it. In place of From Paragraph to Essay, I would consider a collection of short stories, a short novel, or possibly an anthology of relatively contemporary essays... Most of the boys liked The Old Man and the Sea; and they were interested in most of Ethan Frome, though they were upset by the ending. I would also try Robert Frost's Poems again, only this time I would do more with them in class discussion and analysis than I did this year. Lastly, I would try to add a couple of short novels to the list, preferably of a humorous variety.

### Grades Nine and Ten:

DETAILED SUMMARIES: Inasmuch as the Summaries of Lectures appeared to help at least three fourths of my students improve their organization and choice of details, I would recommend that they be used another year. Perhaps the content of some of the passages should be made more relevant to their class work and reading than it was on occasion this summer. Furthermore, the number per week might be reducible to two, so that the teacher could use the third ENGLISH CONFERENCE for tutorial guidance.

WRITING: The teaching of composition will always be the challenge. I suppose, because many of the boys will probably continue to arrive with little experience in writing paragraphs or themes. Or they will not have been made aware of the labor needed for the exercise and the level of proficiency required of most preparatory school boys.

In retrospect, I think I perceive a few changes and additions that might improve anyone's effort, if he happened to be interested in the basic plan I followed day by day. (Word of this is available on the regular two week summaries in the file.)

1. I would require the boys to submit outlines, brief but helpful, with their paragraphs and themes.

2. I would require the boys to write for a full period at least once every two weeks, and on two successive days if the first day's effort was poor. (Pointed instruction would precede the second effort.)

3. I would put several well-written paragraphs onto stencils and omit all punctuation. I would use these in class throughout the summer in an effort to improve the punctuation of the boys and to lead them to avoid fragments and comma splices.in their own writing.

4. I would try to devise exercises that would help them to handle tense better than they do.

5. I would like to use a sensible drill book on occasion, or perhaps a Handbook used by college freshmen. Either or both would supplement class instruction and work sheets of my own on parallel structure, faulty shifts, agreement, case, tense, dangling modifiers, etc.

6. I would try to put on stencils samples of effective writing by the boys, using these both as examples of good writing and as a stimulus to all.

7. I would certainly continue to have as much personal conferring as I could manage. One can accomplish much in these private chats about various problems in writing.

8. I would want to use Writing: Unit-Lessons in Composition again. Book C. Ginn and Company.

## ANNOTATED BIBLIOGRAPHY

by Donald Rosenberg, English Coordinator

Brown, Kowalski, et. al. Writing: Unit Lessons in Composition II C

All members of the English staff feel that this is a useful text. While the discussions are straight-forward and fairly simple, it still handles problems of rhetoric which are in the long run rather subtle and it encourages more mature writing in terms of sentence variety, use of verbs, sensitivity to connotation, and understanding of figures of speech. While some of the exercises strike me as a certain amount of busy work, on the whole the lessons are related to the discussion and are presented in a challenging way. Though it is not as fully developed as Altick's Critical Reading, it is better for this program as the emphasis is writing, the act itself.

Ohlsen and Hammond. From Paragraph to Essay

While this is a handy supplement to the course, it does leave a bit to be desired. The problem seems to be that its set-up would be primarily for older boys who have mastered clarity of expression and who are now ready for organization. I don't think that there are necessarily two such phases of development; rather, that they are inseparable. Though a knowledge of the different species of essay is good, I don't feel that this book's presentation or samples are as adequate as they might be. In fact, some of the illustrations are dull. I do like the idea of stressing the various ways of developing a paragraph and this book does do that, but I find how it does it not to my liking. Some of the essays and stories are good, but any fine anthology could match its contents.

New World Dictionary of the American Language

Of course the value of this work is self-evident. But I do want to urge posterity to accept nothing less. We had been toying with the idea of using a less comprehensive dictionary offered to us early in the summer, but I am extremely glad we waited it out for another ABC patron. Much can be done with the dictionary, and though I found our time fairly limited, what we did do with work in the dictionary was more than satisfactory. Next time I hope we can get it earlier and plan more work with it.

Ionesco, Rhinoceros and Shakespeare, As You Like It

These books were ordered because we understood that there were to be productions of these two plays this summer. However, very few of us did more with these plays than discuss them after the boys saw the performances;some did not even do that. In my class we spent two days on As You Like It reading pertinent scenes aloud and discussing them. Some students said they wished we had done this earlier; others indicated now they wanted to see it again. One of the major problems is time. I'm sure that the teachers who spent very little time on the plays felt that those precious hours should be dedicated to more urgent problems such as composition and grammar. I would feel guilty either way I suppose, but I did want to assure myself that their play-going experience was a rich one. I do not know the solution to this particular problem of reading plays. As Co-ordinator I did not feel that just because the books were ordered I had the right to impose them on the teachers and I too felt ambivalent concerning their use once I saw how much work the students needed. But we must not forget what an educated man is. These play experiences and their complementary discussions may, in some cases, be as important as a few days more of grinding away at topic sentences or shifts of tense. Let the ABC English Co-ordinator of the future use his good judgment, but let him consider too the nature of the plays.

The works just discussed had been assigned to all teachers; on the other hand, I decided to permit a flexibility for the other literary works, knowing that if a teacher picks his own because he likes working with them his teaching will be more enjoyable and therefore he will be more enthusiastic. I feel that in spite of problems of efficiency and scheduling the student will win in the long run.

The following books were used in one or more literature classes:

A Connecticut Yankee, Twain

Diary of a Young Girl, Frank

Ethan Frome, Wharton

Great Russian Stories, Kamen, editor

Immortal Poems, Williams, editor

Odyssey, The, Homer, Fitzgerald, translator

Old Man and the Sea, The, Hemingway

Pearl, The, Steinbeck

Redburn, Melville

Robert Frost's Poetry

Story Poems, Untermeyer, editor

Tales of Action and Adventure, Bennet, editor

I do want to say this about Tales of Action and Adventure: while these stories have it in their nature to hook a boy's attention, I feel a little doubtful about the emphasis upon the exotic and bizarre. I sometimes think that the students feel that they have nothing to write about because they have never in their experience climbed a mountain in Tibet or fought off miles of ants in Brazil. Perhaps a book of stories that had diverse settings and were not all so melodramatic would be more effective. That does not mean, however, that this particular anthology is not recommended. I think it begins the course well in that it does capture the boys' interest immediately and the stories are well written.

Though I do not think of the English section of the ABC Program as being primarily a study in literary analysis, I do not think discussions on plot conflict, characterization, and structure irrelevant. Indeed it will counter the fruitless pedantries and haphazard comments the students very often make concerning the stories; that is, many do not know how to encounter a story and an intelligent approach to literature without being overly intellectual or precious.

I do like the idea of the students having the experience of meeting various literary genres, but at the same time it would be ideal if the teacher would choose the books with certain themes in common so that the students can write papers comparing and contrasting. To the novice, talking about different *kinds* of books seems to be an obstacle in the way of such comparisons and contrasts, but if the teacher focuses his attention on what the thematic material has in common, the student will be stimulated to do some synthesizing; that is, he will be able to apply ideas in one work to those in another. That does not mean that the forms themselves should be neglected; indeed a brief and simple discussion of genres will enable the student to see the organic relationship of form to content. What I am advocating is a balance between exegesis and historicality on one hand, and on the other, a relevance to a contemporary ABC boy. Let us not forget that relevance. Let us not talk about such abstractions such as the "universality" of literature or "human dignity" unless we are sure that the students can see that what happens in *The Odyssey* or *Old Man and the Sea* pertains to their own lives; that indeed there are analogies, that there is a dramatic relevance. And I would encourage these works to be spring-boards for papers on such parallels in their own experience.

Some time during the fourth or fifth week, after reading student papers, I had the queasy feeling that discussing the literature was perhaps a mistake after all. Here they had not gotten anywhere near mastery of clear grammatical prose, and we were testing our fledgling wings on subjects of a rather philosophical nature. No, I thought; this will not do. We do not have the time. But now I think we must make the time. They must have matter that counts; they must have the meat to nourish their minds, and grammar and rhetoric by itself can never do it.

# READING PROGRAM

by Mrs. Hermese Roberts, Instructor in Reading

The reading status of the fifty-five students in the ABC program was no exception to the fact widely recognized and recently re-echoed that the achievement of disadvantaged children is far below grade expectancy. The students in this program, being a selected group, were not, by and large, as severely retarded as the general school population of this type of pupil; but even for this group, the reading achievement was far below the intellectual potential of the group. Figure 1 illustrates this statement and shows that at the beginning of the summer program more than eighty per cent of the ABC students had reading skills below high school level. Of the entire group, more than fifty per cent had some reading skill at or below the sixth grade level (Figure 2). The general reading achievement status reflects inevitably the pattern of educational deprivation common to disadvantaged groups - large discrepancies between reading potential and achievement, the results of inferior educational facilities and lack of systematic exposure to sequential instruction in basic reading skills.

The first step in the Reading Program was one of exploration, inventory and diagnosis designed to assess the student's reading levels and to determine reading deficiencies in order to tailor a program precisely fitted to their needs. The instruments used for this purpose were the Cooperative English Tests of reading comprehension, the Dvorak-Van Wagenen Diagnostic Examination of Silent Reading Abilities, a reading attitude inventory, and an informal diagnosis of oral reading. Profile charts (Figure 4) were constructed and conferences were held with each student to work out an appropriate eight week program.

Since forty out of the fifty-five students, or more than eighty per cent, showed marked deficiency in rate of comprehension and almost all of them indicated on their questionnaires that they wanted help in speeding up their reading, the major emphasis of the instructional program was on improving this reading skill. The program was structured to help the students acquire insights into the "how" and "why" of greater speed and comprehension. They worked for proper eye movements and the elimination of faulty habits such as excessive fixations, regressive eye movements, inaccurate return sweep, lip-movements, vocalization and sub-vocal reading, head movements, pointing, and excessive word analysis. We used rate accelerators and also direct practice in rate improvement through timed drills in which the students were required to read prepared selections under time pressure, to answer questions testing comprehension, and to compute their rate in words per minute with at least seventy per cent comprehension required.

Other areas of reading skills which were emphasized, though given less attention, were vocabulary power and comprehension skills. The former was based on Teen Age Builders, the latter on the Be A Better Reader Series (Apprentice Hall), supplemented by the Science Research Associates, Reading for Understanding Laboratory.

At the end of the seventh week, the fifty-one students in the Reading classes were retested with equivalent forms. A summary of individual results was forwarded to each student's preparatory school. A group summary is attached (Figure 4).

There were many interesting improvements. There was a one hundred per cent student gain, e.g., every student made some progress as seen in the gains on the rate of comprehension tests. The amount of gain ranged from twenty words per minute for the student who gained least to 168 words per minute for the student who gained most. The mean gain per student was ninety-five words per minute. The students who gained least improved their grade levels by 1.2. The mean grade level improvement was 6.0 (from grade 6.0 to 12.0).

Apart from the test results, there were more dramatic gains evident in some of the daily performances, a few of which may be briefly stated here. Many students who were working with the S. R. A. accelerators attained and maintained for several successive days speeds as high as 800 and 900 words per minute with adequate comprehension in rapid reading of material of average difficulty. Many students who did not have the opportunity to work on the machines achieved rapid reading rates in their daily timed-practice periods of 500 to 600 words per minute with eighty to ninety per cent comprehension.

The group improvement and vocabulary scores were not quite as spectacular as in rate of comprehension. The gains averaged only two years growth as measured by one instrument and only fifteen percentile ranks as measured by another. This gain was slight in view of the fact that vocabulary was a daily emphasis. It is sometimes difficult, however, to make test-measurable gains in vocabulary over a short period of time. Then too, the acquisition of new words in one's speaking, reading and recognition vocaculary is a slow process and requires more than eight weeks to show recognizable progress.

It was gratifying that students, individually and as a group, made measurable gains in comprehension skills. The limited time that was available for instruction and practice certainly militated against measurable gains. The group improved in all comprehension skills. The net average gains in grade points was 1.4 and in percentile ranks fifteen.

One aspect of growth that could not be measured in terms of grade points or percentile ranks was the change in student attitude toward reading. This growth can best be described in their own words taken from some of their written reports:

> ".... Before I entered the reading class, I thought I was a fairly good reader ... never gave reading a serious thought .... now I am able to understand complex ideas and ... reading has become an important subject to me."

> "....I knew that my reading scores were low but I never had the chance to build them. The thing that is perhaps worse is that I think I didn't even care ... while in this program, I realized the potential I had ..."

> "....If I had never come here and taken this reading course, I would have undoubtedly fallen behind in my work at prep school ..."

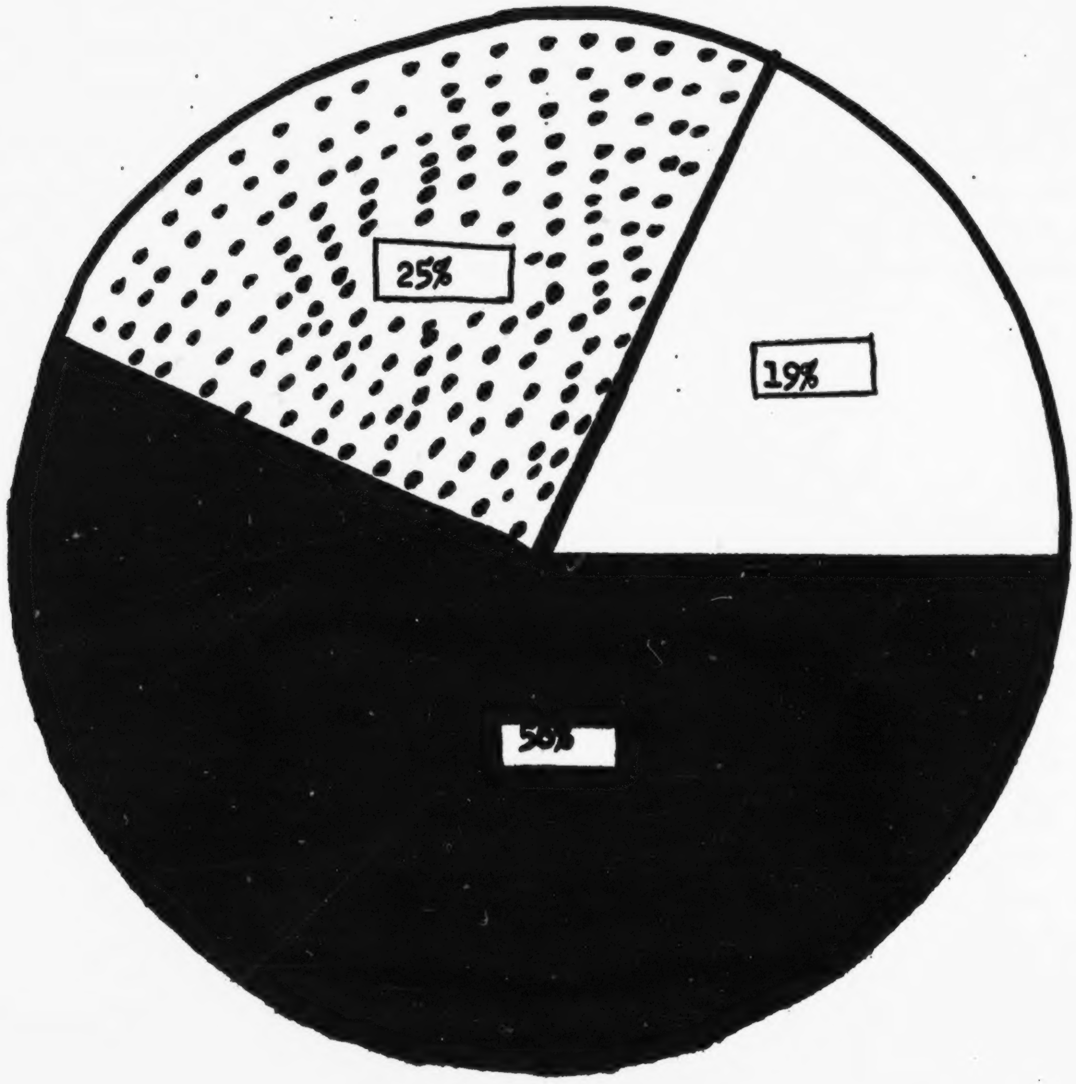
> "....I have gained confidence in myself ..."
>
> "....Before coming to Dartmouth this summer, I used to despise reading, but now I have learned to appreciate reading ..."
>
> "....Much that I learned will surely make my way through prep school smoother ..."
>
> "....It showed me that I didn't have to like something to learn from it ... it has brought a completely new outlook to me ..."

These statements and scores of others like them indicate that the students have not only gained in skills, but in understandings, habits, appreciations and attitudes. This is education!

## FIGURE 1

### SHOWING GRADE LEVELS OF LOWEST READING SKILLS OF A B C STUDENTS

### JUNE 30, 1964



□ ......Per cent of students with lowest reading skills at high school level

▨ ......Per cent of students with lowest reading skills BELOW high school level but ABOVE 6th grade level

■ ......Per cent of students with lowest reading skills AT or BELOW 6th grade level

## FIGURE 1 A

## SHOWING GRADE LEVELS OF LOWEST READING SKILLS OF A B C STUDENTS

## AUGUST 15, 1964

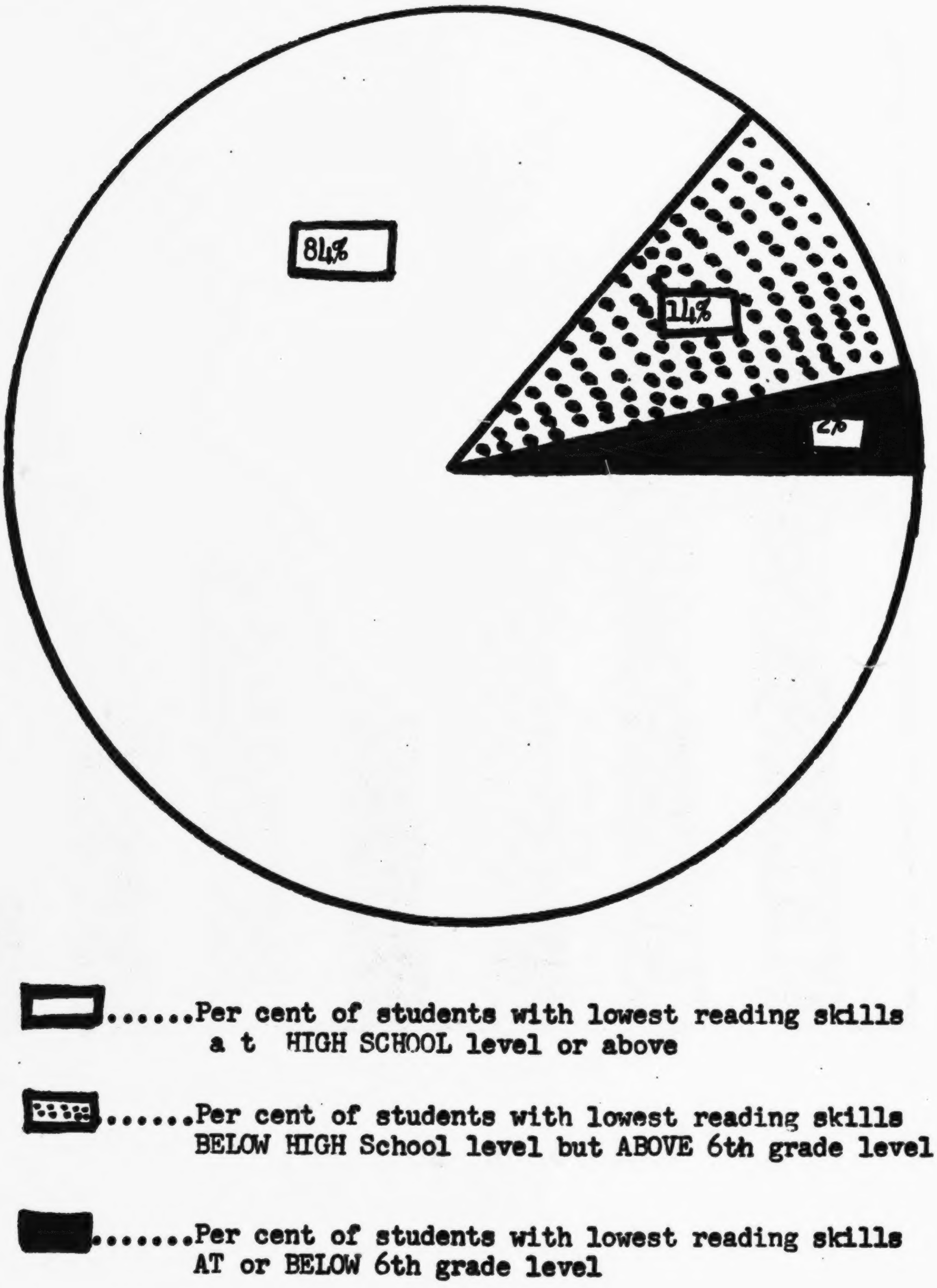
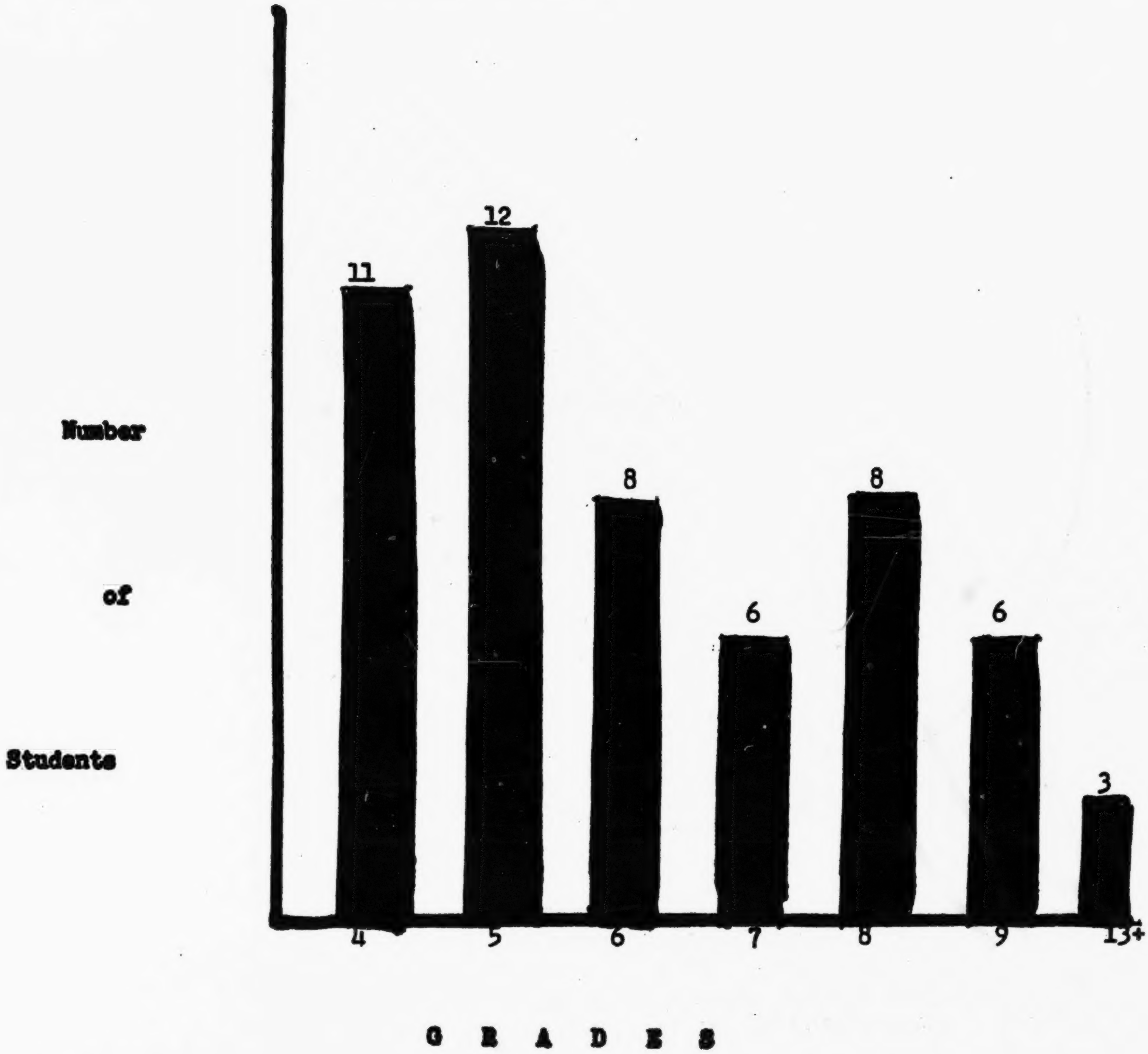


FIGURE 2

SHOWING NUMBER OF A B C STUDENTS AT EACH GRADE LEVEL* OF LOWEST READING SKILL (June 1964)



*Publisher's Norms...Dvorak Van Wagenen Diagnostic Examination of Silent Reading Abilities

FIGURE 2 A

SHOWING NUMBER OF A B C STUDENTS AT EACH GRADE LEVEL OF LOWEST READING SKILL (August 1964)

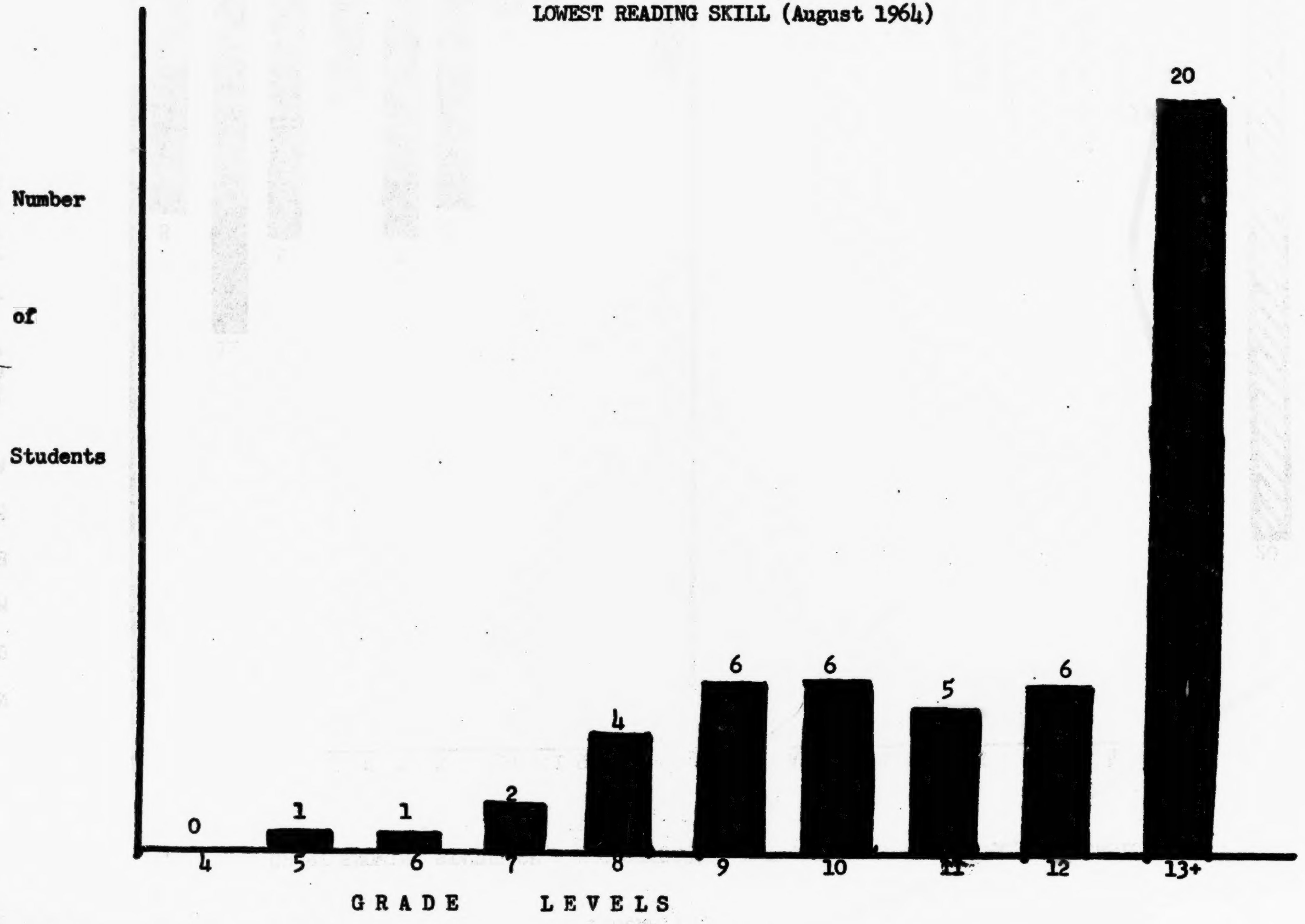
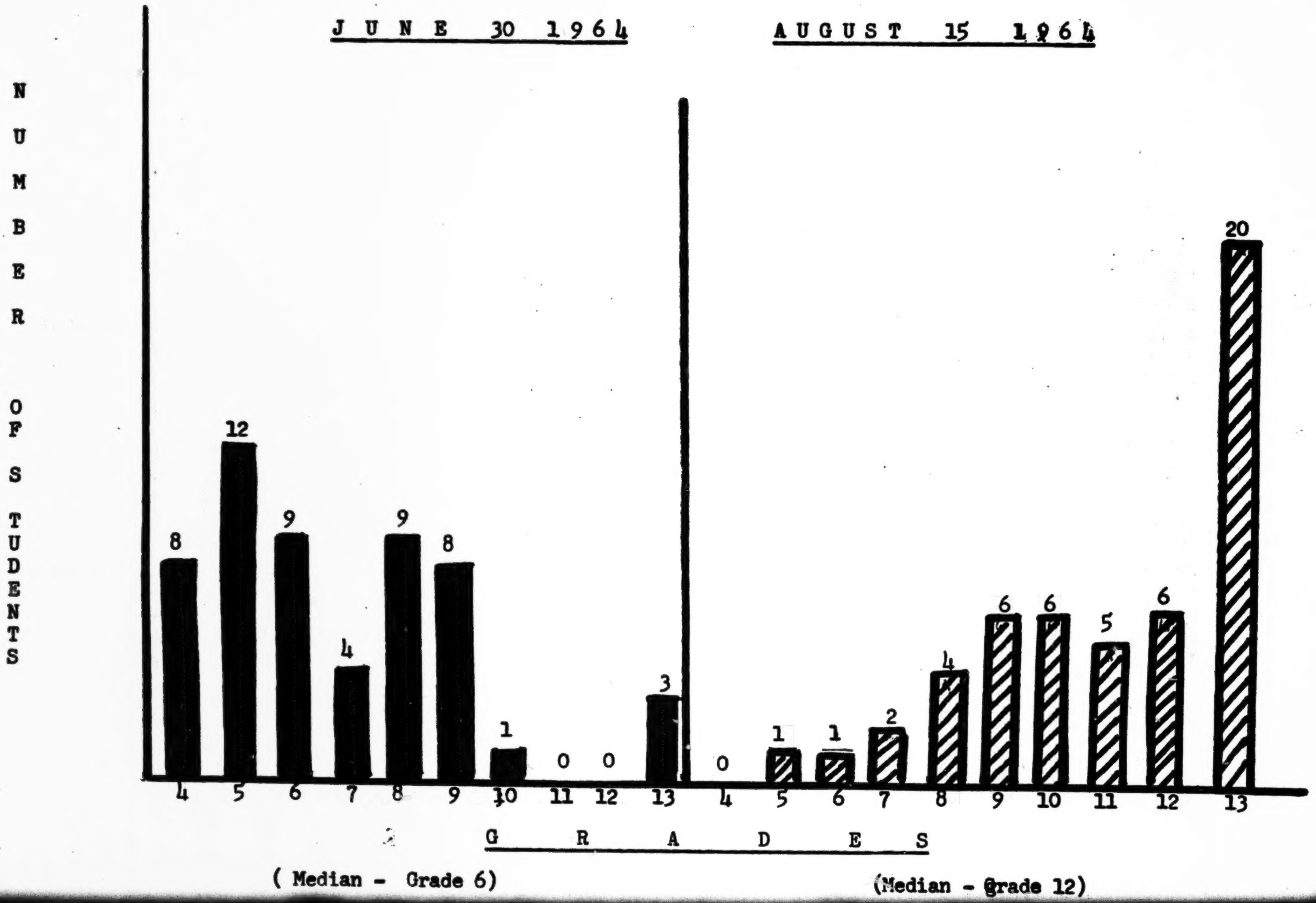


FIGURE 3

CHART SHOWING STATUS OF A B C STUDENTS' RATE OF RAPID READING COMPREHENSION

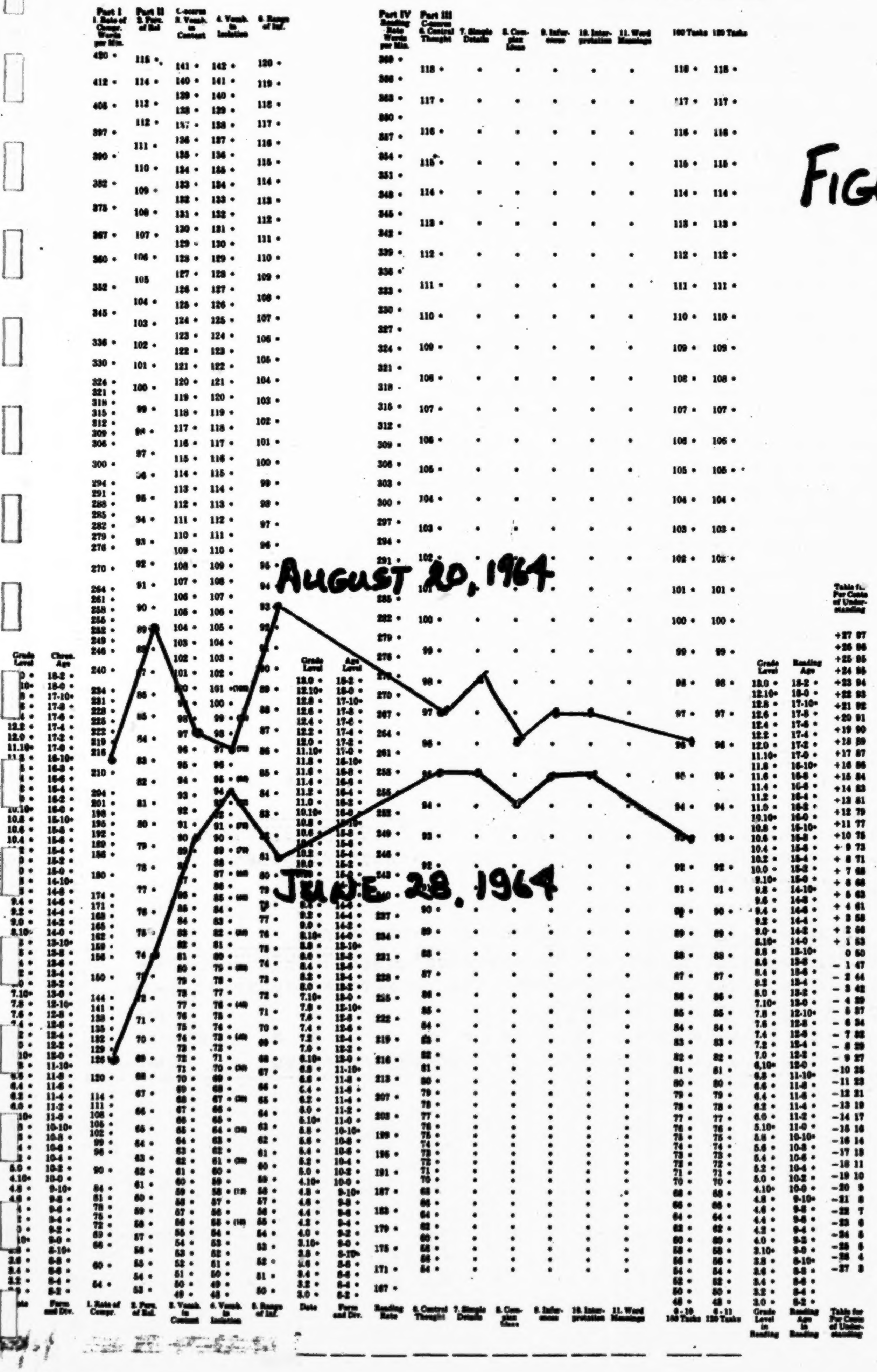


# Composite and READING PROFILE

ABC Student Groups
Last name First name Middle name

Based on the
Van Wagenen Verbal Mental Abilities Scales
Van Wagenen Analytical Reading Scales
Dvorak-Van Wagenen Diagnostic Examination of Silent Reading Abilities

FIGURE 4



/64 126 74 90 94 81. 95 95 94 95 95 93

8/64 215 89 97 97 93. 97 98 96 97 97 96

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Composite of ABC Students
LAST NAME (PLEASE PRINT) FIRST NAME GRADE SCHOOL TEACHER H.E. Roberts DATE

MENTAL and READING PROFILE

Based on the Van Wagenen Verbal Mental Abilities Scales Dvorak-Van Wagenen Diagnostic Examination of Silent Reading Abilities
Van Wagenen Analytical Reading Scales

## GRADE 4

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| 83 | 94 | | | |
| 82 | 93 | 7.0 | | |
| 81 | 92 | | 85 | 99 |
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| 77 | 87 | 6.0 | | 97 |
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| 74 | 83 | 5.5 | | 94 |
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| 71 | 77 | | | 89 |
| 70 | 75 | 5.0 | | 87 |
| 69 | 73 | | 65 | 84 |
| 68 | 71 | | | 81 |
| 67 | 68 | | | 78 |
| 66 | 66 | | 60 | 75 |
| 65 | 63 | 4.5 | | 71 |
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| 63 | 58 | | 55 | 63 |
| 62 | 56 | | | 59 |
| 61 | 53 | | | 54 |
| 60 | 50 | 4.0 | 50 | 50 |
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GRADE 4

## GRADE 5

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| 92 | 93 | 10.0 | | |
| 91 | 92 | 9.5 | 85 | 99 |
| 90 | 91 | | | 99 |
| 89 | 90 | 9.0 | | 98 |
| 88 | 89 | 8.5 | 80 | 98 |
| 87 | 87 | | | 97 |
| 86 | 86 | 8.0 | | 96 |
| 85 | 84 | | 75 | 95 |
| 84 | 83 | 7.5 | | 94 |
| 83 | 81 | | | 93 |
| 82 | 79 | 7.0 | 70 | 91 |
| 81 | 77 | | | 89 |
| 80 | 75 | 6.5 | | 87 |
| 79 | 73 | | 65 | 84 |
| 78 | 71 | | | 81 |
| 77 | 68 | 6.0 | | 78 |
| 76 | 66 | | 60 | 75 |
| 75 | 63 | | | 71 |
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| 50 | 9 | | | 1 |
| 49 | 8 | | 15 | 1 |
| 48 | 7 | | | |
| 47 | 6 | | | |
| 46 | 5 | | 10 | |
| 45 | 5 | | | |
| 44 | 4 | | | |
| 43 | 3 | | 5 | |

GRADE 5

## GRADE 6

| C-Score | % of Cont. | Grade Level | % Plc. | % ile Rank |
|---|---|---|---|---|
| 123 | | | | |
| 122 | | | | |
| 121 | | | | |
| 120 | | | | |
| 119 | | | | |
| 118 | | | | |
| 117 | | | | |
| 116 | | | | |
| 115 | | | | |
| 114 | | | | |
| 113 | | | | |
| 112 | | | | |
| 111 | | | | |
| 110 | | | | |
| 109 | | | | |
| 108 | | | | |
| 107 | | | | |
| 106 | | | | |
| 105 | | | | |
| 104 | 97 | | 95 | |
| 103 | 96 | | | |
| 102 | 95 | | | |
| 101 | 95 | | 90 | |
| 100 | 94 | | | |
| 99 | 93 | | | |
| 98 | 92 | | 85 | 99 |
| 97 | 91 | 13.0 | | 99 |
| 96 | 90 | 12.0 | | 98 |
| 95 | 89 | 11.5 | 80 | 98 |
| 94 | 87 | 11.0 | | 97 |
| 93 | 86 | 10.5 | | 96 |
| 92 | 84 | 10.0 | 75 | 95 |
| 91 | 83 | 9.5 | | 94 |
| 90 | 81 | | | 93 |
| 89 | 79 | 9.0 | 70 | 91 |
| 88 | 77 | 8.5 | | 89 |
| 87 | 75 | | | 87 |
| 86 | 73 | 8.0 | 65 | 84 |
| 85 | 71 | | | 81 |
| 84 | 68 | 7.5 | | 78 |
| 83 | 66 | | 60 | 75 |
| 82 | 63 | 7.0 | | 71 |
| 81 | 61 | | | 67 |
| 80 | 58 | 6.5 | 55 | 63 |
| 79 | 56 | | | 59 |
| 78 | 53 | | | 54 |
| 77 | 50 | 6.0 | 50 | 50 |
| 76 | 47 | | | 46 |
| 75 | 44 | | | 41 |
| 74 | 42 | 5.5 | 45 | 37 |
| 73 | 39 | | | 33 |
| 72 | 37 | | | 29 |
| 71 | 34 | | 40 | 25 |
| 70 | 32 | 5.0 | | 22 |
| 69 | 29 | | | 19 |
| 68 | 27 | | 35 | 16 |
| 67 | 25 | | | 13 |
| 66 | 23 | | | 11 |
| 65 | 21 | 4.5 | 30 | 9 |
| 64 | 19 | | | 7 |
| 63 | 17 | | | 6 |
| 62 | 16 | | 25 | 5 |
| 61 | 14 | | | 4 |
| 60 | 13 | 4.0 | | 3 |
| 59 | 11 | | 20 | 2 |
| 58 | 10 | | | 2 |
| 57 | 9 | | | 1 |
| 56 | 8 | | 15 | 1 |
| 55 | 7 | | | |
| 54 | 6 | | | |
| 53 | 5 | | 10 | |
| 52 | 5 | | | |
| 51 | 4 | | | |
| 50 | 3 | | 5 | |
| 49 | | | | |
| 48 | | | | |
| 47 | | | | |
| 46 | | | | |
| 45 | | | | |
| 44 | | | | |
| 43 | | | | |

GRADE 6

## GRADE 7

| C-Score | % of Cont. | Grade Level | % Plc. | % ile Rank |
|---|---|---|---|---|
| 123 | | | | |
| 122 | | | | |
| 121 | | | | |
| 120 | | | | |
| 119 | | | | |
| 118 | | | | |
| 117 | | | | |
| 116 | | | | |
| 115 | | | | |
| 114 | | | | |
| 113 | | | | |
| 112 | | | | |
| 111 | | | | |
| 110 | | | | |
| 109 | 97 | | 95 | |
| 108 | 96 | | | |
| 107 | 95 | | | |
| 106 | 95 | | 90 | |
| 105 | 94 | | | |
| 104 | 93 | | | |
| 103 | 92 | | 85 | 99 |
| 102 | 91 | | | 99 |
| 101 | 90 | | | 98 |
| 100 | 89 | | 80 | 98 |
| 99 | 87 | | | 97 |
| 98 | 86 | | | 96 |
| 97 | 84 | 13.0 | 75 | 95 |
| 96 | 83 | 12.0 | | 94 |
| 95 | 81 | 11.5 | | 93 |
| 94 | 79 | 11.0 | 70 | 91 |
| 93 | 77 | 10.5 | | 89 |
| 92 | 75 | 10.0 | | 87 |
| 91 | 73 | 9.5 | 65 | 84 |
| 90 | 71 | | | 81 |
| 89 | 68 | 9.0 | | 78 |
| 88 | 66 | 8.5 | 60 | 75 |
| 87 | 63 | | | 71 |
| 86 | 61 | 8.0 | | 67 |
| 85 | 58 | | 55 | 63 |
| 84 | 56 | 7.5 | | 59 |
| 83 | 53 | | | 54 |
| 82 | 50 | 7.0 | 50 | 50 |
| 81 | 47 | | | 46 |
| 80 | 44 | 6.5 | | 41 |
| 79 | 42 | | 45 | 37 |
| 78 | 39 | | | 33 |
| 77 | 37 | 6.0 | | 29 |
| 76 | 34 | | 40 | 25 |
| 75 | 32 | | | 22 |
| 74 | 29 | 5.5 | | 19 |
| 73 | 27 | | 35 | 16 |
| 72 | 25 | | | 13 |
| 71 | 23 | | | 11 |
| 70 | 21 | 5.0 | 30 | 9 |
| 69 | 19 | | | 7 |
| 68 | 17 | | | 6 |
| 67 | 16 | | 25 | 5 |
| 66 | 14 | | | 4 |
| 65 | 13 | 4.5 | | 3 |
| 64 | 11 | | 20 | 2 |
| 63 | 10 | | | 2 |
| 62 | 9 | | | 1 |
| 61 | 8 | | 15 | 1 |
| 60 | 7 | 4.0 | | |
| 59 | 6 | | | |
| 58 | 5 | | 10 | |
| 57 | 5 | | | |
| 56 | 4 | | | |
| 55 | 3 | | 5 | |
| 54 | | | | |
| 53 | | | | |
| 52 | | | | |
| 51 | | | | |
| 50 | | | | |
| 49 | | | | |
| 48 | | | | |
| 47 | | | | |
| 46 | | | | |
| 45 | | | | |
| 44 | | | | |
| 43 | | | | |

GRADE 7

## GRADE 8

| C-Score | % of Cont. | Grade Level | % Plc. | % ile Rank |
|---|---|---|---|---|
| 123 | | | | |
| 122 | | | | |
| 121 | | | | |
| 120 | | | | |
| 119 | | | | |
| 118 | | | | |
| 117 | | | | |
| 116 | | | | |
| 115 | | | | |
| 114 | | | | |
| 113 | 97 | | 95 | |
| 112 | 96 | | | |
| 111 | 95 | | | |
| 110 | 95 | | 90 | |
| 109 | 94 | | | |
| 108 | 93 | | | |
| 107 | 92 | | 85 | 99 |
| 106 | 91 | | | 99 |
| 105 | 90 | | | 98 |
| 104 | 89 | | 80 | 98 |
| 103 | 87 | | | 97 |
| 102 | 86 | | | 96 |
| 101 | 84 | | 75 | 95 |
| 100 | 83 | | | 94 |
| 99 | 81 | | | 93 |
| 98 | 79 | | 70 | 91 |
| 97 | 77 | 13.0 | | 89 |
| 96 | 25 | 12.0 | | 87 |
| 95 | 73 | 11.5 | 65 | 84 |
| 94 | 71 | 11.0 | | 81 |
| 93 | 68 | 10.5 | | 78 |
| 92 | 66 | 10.0 | 60 | 75 |
| 91 | 63 | 9.5 | | 71 |
| 90 | 61 | | | 67 |
| 89 | 58 | 9.0 | 55 | 63 |
| 88 | 56 | 8.5 | | 59 |
| 87 | 53 | | | 54 |
| 86 | 50 | 8.0 | 50 | 50 |
| 85 | 47 | | | 46 |
| 84 | 44 | 7.5 | | 41 |
| 83 | 42 | | 45 | 37 |
| 82 | 39 | 7.0 | | 33 |
| 81 | 37 | | | 29 |
| 80 | 34 | 6.5 | 40 | 25 |
| 79 | 32 | | | 22 |
| 78 | 29 | | | 19 |
| 77 | 27 | 6.0 | 35 | 16 |
| 76 | 25 | | | 13 |
| 75 | 23 | | | 11 |
| 74 | 21 | 5.5 | 30 | 9 |
| 73 | 19 | | | 7 |
| 72 | 17 | | | 6 |
| 71 | 16 | | 25 | 5 |
| 70 | 14 | 5.0 | | 4 |
| 69 | 13 | | | 3 |
| 68 | 11 | | 20 | 2 |
| 67 | 10 | | | 2 |
| 66 | 9 | | | 1 |
| 65 | 8 | 4.5 | 15 | 1 |
| 64 | 7 | | | |
| 63 | 6 | | | |
| 62 | 5 | | 10 | |
| 61 | 5 | | | |
| 60 | 4 | 4.0 | | |
| 59 | 3 | | 5 | |
| 58 | | | | |
| 57 | | | | |
| 56 | | | | |
| 55 | | | | |
| 54 | | | | |
| 53 | | | | |
| 52 | | | | |
| 51 | | | | |
| 50 | | | | |
| 49 | | | | |
| 48 | | | | |
| 47 | | | | |
| 46 | | | | |
| 45 | | | | |
| 44 | | | | |
| 43 | | | | |

GRADE 8

## GRADE 9

| C-Score | % of Cont. | Grade Level | % Plc. | % ile Rank |
|---|---|---|---|---|
| 123 | | | | |
| 122 | | | | |
| 121 | | | | |
| 120 | | | | |
| 119 | | | | |
| 118 | | | | |
| 117 | | | | |
| 116 | 97 | | 95 | |
| 115 | 96 | | | |
| 114 | 95 | | | |
| 113 | 95 | | 90 | |
| 112 | 94 | | | |
| 111 | 93 | | | |
| 110 | 92 | | 85 | 99 |
| 109 | 91 | | | 99 |
| 108 | 90 | | | 98 |
| 107 | 89 | | 80 | 98 |
| 106 | 87 | | | 97 |
| 105 | 86 | | | 96 |
| 104 | 84 | | 75 | 95 |
| 103 | 83 | | | 94 |
| 102 | 81 | | | 93 |
| 101 | 79 | | 70 | 91 |
| 100 | 77 | | | 89 |
| 99 | 75 | | | 87 |
| 98 | 73 | | 65 | 84 |
| 97 | 71 | 13.0 | | 81 |
| 96 | 68 | 12.0 | | 78 |
| 95 | 66 | 11.5 | 60 | 75 |
| 94 | 63 | 11.0 | | 71 |
| 93 | 61 | 10.5 | | 67 |
| 92 | 58 | 10.0 | 55 | 63 |
| 91 | 56 | 9.5 | | 59 |
| 90 | 53 | | | 54 |
| 89 | 50 | 9.0 | 50 | 50 |
| 88 | 47 | 8.5 | | 46 |
| 87 | 44 | | | 41 |
| 86 | 42 | 8.0 | 45 | 37 |
| 85 | 39 | | | 33 |
| 84 | 37 | 9.5 | | 29 |
| 83 | 34 | | 40 | 25 |
| 82 | 32 | 7.0 | | 22 |
| 81 | 29 | | | 19 |
| 80 | 27 | 6.5 | 35 | 16 |
| 79 | 25 | | | 13 |
| 78 | 23 | | | 11 |
| 77 | 21 | 6.0 | 30 | 9 |
| 76 | 19 | | | 7 |
| 75 | 17 | | | 6 |
| 74 | 16 | 5.5 | 25 | 5 |
| 73 | 14 | | | 4 |
| 72 | 13 | | | 3 |
| 71 | 11 | | 20 | 2 |
| 70 | 10 | 5.0 | | 2 |
| 69 | 9 | | | 1 |
| 68 | 8 | | 15 | 1 |
| 67 | 7 | | | |
| 66 | 6 | | | |
| 65 | 5 | 4.5 | 10 | |
| 64 | 5 | | | |
| 63 | 4 | | | |
| 62 | 3 | | 5 | |
| 61 | | | | |
| 60 | | 4.0 | | |
| 59 | | | | |
| 58 | | | | |
| 57 | | | | |
| 56 | | | | |
| 55 | | | | |
| 54 | | | | |
| 53 | | | | |
| 52 | | | | |
| 51 | | | | |
| 50 | | | | |
| 49 | | | | |
| 48 | | | | |
| 47 | | | | |
| 46 | | | | |
| 45 | | | | |
| 44 | | | | |
| 43 | | | | |

GRADE 9

## GRADE 10

| C-Score | % of Cont. | Grade Level | % Plc. | % ile Rank |
|---|---|---|---|---|
| 123 | | | | |
| 122 | | | | |
| 121 | | | | |
| 120 | | | | |
| 119 | 97 | | 95 | |
| 118 | 96 | | | |
| 117 | 95 | | | |
| 116 | 95 | | 90 | |
| 115 | 94 | | | |
| 114 | 93 | | | |
| 113 | 92 | | 85 | 99 |
| 112 | 91 | | | 99 |
| 111 | 90 | | | 98 |
| 110 | 89 | | 80 | 98 |
| 109 | 87 | | | 97 |
| 108 | 86 | | | 96 |
| 107 | 84 | | 75 | 95 |
| 106 | 83 | | | 94 |
| 105 | 81 | | | 93 |
| 104 | 79 | | 70 | 91 |
| 103 | 77 | | | 89 |
| 102 | 75 | | | 87 |
| 101 | 73 | | 65 | 84 |
| 100 | 71 | | | 81 |
| 99 | 68 | | | 78 |
| 98 | 66 | | 60 | 75 |
| 97 | 63 | 13.0 | | 71 |
| 96 | 61 | 12.0 | | 67 |
| 95 | 58 | 11.5 | 55 | 63 |
| 94 | 56 | 11.0 | | 59 |
| 93 | 53 | 10.5 | | 54 |
| 92 | 50 | 10.0 | 50 | 50 |
| 91 | 47 | 9.5 | | 46 |
| 90 | 44 | | | 41 |
| 89 | 42 | 9.0 | 45 | 37 |
| 88 | 39 | 8.5 | | 33 |
| 87 | 37 | | | 29 |
| 86 | 34 | 8.0 | 40 | 25 |
| 85 | 32 | | | 22 |
| 84 | 29 | 7.5 | | 19 |
| 83 | 27 | | 35 | 16 |
| 82 | 25 | 7.0 | | 13 |
| 81 | 23 | | | 11 |
| 80 | 21 | 6.5 | 30 | 9 |
| 79 | 19 | | | 7 |
| 78 | 17 | | | 6 |
| 77 | 16 | 6.0 | 25 | 5 |
| 76 | 14 | | | 4 |
| 75 | 13 | | | 3 |
| 74 | 11 | 5.5 | 20 | 2 |
| 73 | 10 | | | 2 |
| 72 | 9 | | | 1 |
| 71 | 8 | | 15 | 1 |
| 70 | 7 | 5.0 | | |
| 69 | 6 | | | |
| 68 | 5 | | 10 | |
| 67 | 5 | | | |
| 66 | 4 | | | |
| 65 | 3 | 4.5 | 5 | |
| 64 | | | | |
| 63 | | | | |
| 62 | | | | |
| 61 | | | | |
| 60 | | 4.0 | | |
| 59 | | | | |
| 58 | | | | |
| 57 | | | | |
| 56 | | | | |
| 55 | | | | |
| 54 | | | | |
| 53 | | | | |
| 52 | | | | |
| 51 | | | | |
| 50 | | | | |
| 49 | | | | |
| 48 | | | | |
| 47 | | | | |
| 46 | | | | |
| 45 | | | | |
| 44 | | | | |
| 43 | | | | |

GRADE 10

## GRADE 11

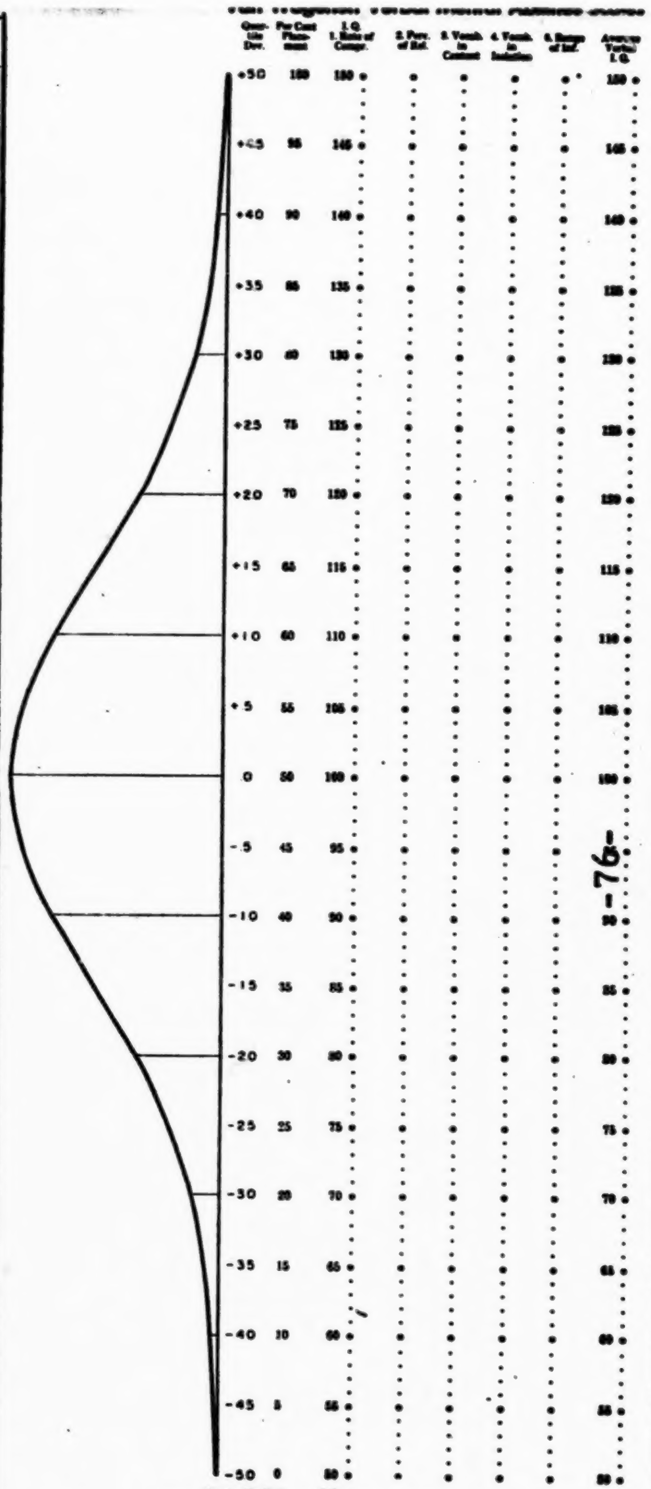
| C-Score | % of Cont. | Grade Level | % Plc. | % ile Rank |
|---|---|---|---|---|
| 123 | | | | |
| 122 | | | | |
| 121 | 97 | | 95 | |
| 120 | 96 | | | |
| 119 | 95 | | | |
| 118 | 95 | | 90 | |
| 117 | 94 | | | |
| 116 | 93 | | | |
| 115 | 92 | | 85 | 99 |
| 114 | 91 | | | 99 |
| 113 | 90 | | | 98 |
| 112 | 89 | | 80 | 98 |
| 111 | 87 | | | 97 |
| 110 | 86 | | | 96 |
| 109 | 84 | | 75 | 95 |
| 108 | 83 | | | 94 |
| 107 | 81 | | | 93 |
| 106 | 79 | | 70 | 91 |
| 105 | 77 | | | 89 |
| 104 | 75 | | | 87 |
| 103 | 73 | | 65 | 84 |
| 102 | 71 | | | 81 |
| 101 | 68 | | | 78 |
| 100 | 66 | | 60 | 75 |
| 99 | 63 | | | 71 |
| 98 | 61 | | | 67 |
| 97 | 58 | 13.0 | 55 | 63 |
| 96 | 56 | 12.0 | | 59 |
| 95 | 53 | 11.5 | | 54 |
| 94 | 50 | 11.0 | 50 | 50 |
| 93 | 47 | 10.5 | | 46 |
| 92 | 44 | 10.0 | | 41 |
| 91 | 42 | 9.5 | 45 | 37 |
| 90 | 39 | | | 33 |
| 89 | 37 | 9.0 | | 29 |
| 88 | 34 | 8.5 | 40 | 25 |
| 87 | 32 | | | 22 |
| 86 | 29 | 8.0 | | 19 |
| 85 | 27 | | 35 | 16 |
| 84 | 25 | 7.5 | | 13 |
| 83 | 23 | | | 11 |
| 82 | 21 | 7.0 | 30 | 9 |
| 81 | 19 | | | 7 |
| 80 | 17 | 6.5 | | 6 |
| 79 | 16 | | 25 | 5 |
| 78 | 14 | | | 4 |
| 77 | 13 | 6.0 | | 3 |
| 76 | 11 | | 20 | 2 |
| 75 | 10 | | | 2 |
| 74 | 9 | 5.5 | | 1 |
| 73 | 8 | | 15 | 1 |
| 72 | 7 | | | |
| 71 | 6 | | | |
| 70 | 5 | 5.0 | 10 | |
| 69 | 5 | | | |
| 68 | 4 | | | |
| 67 | 3 | | 5 | |
| 66 | | | | |
| 65 | | 4.5 | | |
| 64 | | | | |
| 63 | | | | |
| 62 | | | | |
| 61 | | | | |
| 60 | | 4.0 | | |
| 59 | | | | |
| 58 | | | | |
| 57 | | | | |
| 56 | | | | |
| 55 | | | | |
| 54 | | | | |
| 53 | | | | |
| 52 | | | | |
| 51 | | | | |
| 50 | | | | |
| 49 | | | | |
| 48 | | | | |
| 47 | | | | |
| 46 | | | | |
| 45 | | | | |
| 44 | | | | |
| 43 | | | | |

GRADE 11

## GRADE 12

| C-Score | % of Cont. | Grade Level | % Plc. | % ile Rank |
|---|---|---|---|---|
| 123 | 97 | | 95 | |
| 122 | 96 | | | |
| 121 | 95 | | | |
| 120 | 95 | | 90 | |
| 119 | 94 | | | |
| 118 | 93 | | | |
| 117 | 92 | | 85 | 99 |
| 116 | 91 | | | 99 |
| 115 | 90 | | | 98 |
| 114 | 89 | | 80 | 98 |
| 113 | 87 | | | 97 |
| 112 | 86 | | | 96 |
| 111 | 84 | | 75 | 95 |
| 110 | 83 | | | 94 |
| 109 | 81 | | | 93 |
| 108 | 79 | | 70 | 91 |
| 107 | 77 | | | 89 |
| 106 | 75 | | | 87 |
| 105 | 73 | | 65 | 84 |
| 104 | 71 | | | 81 |
| 103 | 68 | | | 78 |
| 102 | 66 | | 60 | 75 |
| 101 | 63 | | | 71 |
| 100 | 61 | | | 67 |
| 99 | 58 | | 55 | 63 |
| 98 | 56 | | | 59 |
| 97 | 53 | 13.0 | | 54 |
| 96 | 50 | 12.0 | 50 | 50 |
| 95 | 47 | 11.5 | | 46 |
| 94 | 44 | 11.0 | | 41 |
| 93 | 42 | 10.5 | 45 | 37 |
| 92 | 39 | 10.0 | | 33 |
| 91 | 37 | 9.5 | | 29 |
| 90 | 34 | | 40 | 25 |
| 89 | 32 | 9.0 | | 22 |
| 88 | 29 | 8.5 | | 19 |
| 87 | 27 | | 35 | 16 |
| 86 | 25 | 8.0 | | 13 |
| 85 | 23 | | | 11 |
| 84 | 21 | 7.5 | 30 | 9 |
| 83 | 19 | | | 7 |
| 82 | 17 | 7.0 | | 6 |
| 81 | 16 | | 25 | 5 |
| 80 | 14 | 6.5 | | 4 |
| 79 | 13 | | | 3 |
| 78 | 11 | | 20 | 2 |
| 77 | 10 | 6.0 | | 2 |
| 76 | 9 | | | 1 |
| 75 | 8 | | 15 | 1 |
| 74 | 7 | 5.5 | | |
| 73 | 6 | | | |
| 72 | 5 | | 10 | |
| 71 | 5 | | | |
| 70 | 4 | 5.0 | | |
| 69 | 3 | | 5 | |
| 68 | | | | |
| 67 | | | | |
| 66 | | | | |
| 65 | | 4.5 | | |
| 64 | | | | |
| 63 | | | | |
| 62 | | | | |
| 61 | | | | |
| 60 | | 4.0 | | |
| 59 | | | | |
| 58 | | | | |
| 57 | | | | |
| 56 | | | | |
| 55 | | | | |
| 54 | | | | |
| 53 | | | | |
| 52 | | | | |
| 51 | | | | |
| 50 | | | | |
| 49 | | | | |
| 48 | | | | |
| 47 | | | | |
| 46 | | | | |
| 45 | | | | |
| 44 | | | | |
| 43 | | | | |

GRADE 12



| Date | Form and Div. | Quar-tile Dev. | Per Cent Place-ment | I.Q. 1. Rate of Compr. | 2. Perc. of Rel. | 3. Vocab. in Context | 4. Vocab. in Isolation | 5. Range of Inf. | Average Verbal I.Q. |
|---|---|---|---|---|---|---|---|---|---|
| 5 | | | | 5 | | | | | |
| 4 | | | | 4 | | | | | |
| 3 | | | | 3 | | | | | |
| 2 | | | | 2 | | | | | |
| 1 | | | | 1 | | | | | |

## MATHEMATICS TESTING AND RESULTS ABC 1964

**Ninety-Minute diagnostic tests were given in algebra and in arithmetic on the first day of the session.**

**In the algebra test,**
**42 boys were tested;**
**perfect score was 167**
**top score was 90**
**low score was 17**
**median score was 47.**

**In the arithmetic test,**
**15 boys were tested;**
**perfect score was 72**
**top score was 60**
**low score was 12**
**median score was 30.**

**A ninety-minute test was given at the end of five weeks. All those in an algebra course took the test while the others took a pre-algebra test.**

**Three different ninety-minute tests were given as finals. The special algebra class had a median of 72 on their test, the algebra classes had a median of 72 while the pre-algebra classes had a median of 63.**

**There were ten boys in the special algebra class, 26 boys in the other algebra classes and 18 in the pre-algebra classes.**

| Name | Previous Math Experience | Diag Test and Score | Placement | Mid Session Exam Score | Final Exam Score |
|---|---|---|---|---|---|
| Alexander | Alg. I - A | Alg. 27 | Pre - Alg | 54 | 64 |
| Alvarado | Alg. I<br>Geom. 80 | Alg. 32 | Algebra | 60 | 76 |
| Bennett, B. | Alg. I 90 | Alg. 57 | Spec. Alg. | 74 | 69 |
| Brown, James | Alg. I - C | Alg. 53 | Algebra | 55 | 52 |
| Brown, Jimmy | Alg. I - D<br>Geom. D<br>Alg. II D | Alg. 46 | Algebra | 70 | 60 |
| Burns, Wm. | Gen. Math | Arith. 12 | Pre - Alg. | 36 | 27 |
| Campbell | SMSG 8th<br>A, B | Arith. 60 | Pre-Alg. | B | 91 |
| Cardin | Alg. I | Alg. 52 | Algebra | 77 | 80 |
| Chambers | Alg. I - A | Alg. 32 | Algebra | 84 | 88 |
| Chang, P. | Arith. 90 | Arith. 15 | Pre-Alg. | 55 | 43 |
| Clarke, R. | Alg. I - B<br>Geom. C | Alg. 44 | Algebra | 64 | 59 |
| Crews, L. | Arith. Poor | Arith. 36 | Pre-Alg. | B- | 83 |
| Crowder, L. | Math 99 | Arith. 51<br>Alg. 31 | Pre-Alg. | B+ | 90 |
| Cushenberry | Math A | Arith. 39 | Pre-Alg. | C- | 71 |
| Davis, A. | Alg. I | Alg. 72 | Spec. Alg. | 96 | 70 |
| Duke, Phil | Alg. C+<br>Geom. A, B | Alg. 53 | Algebra | 80 | 87 |
| Edley, Stan | Alg. 95 | Alg. 36 | Algebra | 55 | 63 |
| Eng, Larry | Alg. 95 | Alg. 73 | Spec. Alg. | 92 | 89 |
| Ficklin, T. | Alg. B<br>Geom. A | Alg. 28 | Algebra | 67 | 84 |
| Gadsden, J. | Alg. I | Alg. 50 | Algebra | 60 | 60 |
| Gay, Don | Alg. I - A | Alg. 47 | Spec. Alg. | 80 | 60 |
| Griffin, G. | - - - | Alg. 36 | Algebra | 47 | 53 |

| | | | | | |
|---|---|---|---|---|---|
| Griffin, R. | - - - | Arith. 13 | Pre-Alg. | 20 | 22 |
| Guerue, T. | Alg. I - D | Arith. 18 | Pre-Alg. | 72 | 53 |
| Hale, W. | Math B | Alg. 17 | Pre-Alg. | C- | 68 |
| Hoffman, G. | Math 78 | Alg. 38 | Algebra | 70 | 65 |
| Johnson, Gary | SMSG 8th<br>Alg. Tutor | Alg. 90 | Spec. Alg. | 99 | 91 |
| Johnson, Randy | Math 92 | Arith. 19 | Pre. Alg. | 60 | 55 |
| Johnson, Robt. | Alg. I B<br>Geom. | Alg. 50 | Algebra | 47 | 40 |
| Jones, Barry | Arith. B | Arith. 29 | Pre-Alg. | 36 | 43 |
| Lemon, Ed | Alg. 85 | Alg. 45 | Algebra | 81 | 51 |
| Miller, L. | Alg. 75 | Alg. 37 | Algebra | 46 | 44 |
| Palmer, J. | Alg. B<br>Geom. C | Alg. 58 | Spec. Alg. | 85 | 70 |
| Perkins, W. | - - - | Alg. 41 | Algebra | 47 | 51 |
| Pope, Greg | Alg. I 50<br>Alg. I 90 | Alg. 40 | Algebra | 66 | 49 |
| Porter, Tony | Gen'l Math<br>Algebra I A | Alg. 55 | Spec. Alg. | 87 | 72 |
| Powell, L. | Algebra I A | Alg. 79 | Spec. Alg. | 94 | 91 |
| Rainey, M. | Algebra I B+ | Alg. 48 | Algebra | 73 | 83 |
| Rankin, L. | Alg. I - A | Alg. 63 | Spec. Alg. | 82 | 62 |
| Rhue, E. | Alg. I - 95 | Alg. 89 | Spec. Alg. | 91 | 74 |
| Riley, R. | - - - | Arith. 30 | Pre - Alg. | 74 | 56 |
| Rivera, R. | Alg. I 65<br>Geom. 65<br>Alg. II 70 | Alg. 18 | Algebra | 44 | 57 |
| Robinson, H. | Alg. I 85 | Alg. 54 | Algebra | 36 | 26 |
| Ross, E. C. | Alg. I B | Alg. 30 | Algebra | 55 | 47 |
| Scroggins | Alg. I A | Alg. 33 | Algebra | 81 | 82 |
| Simermeyer | Alg. I - 65 | Alg. 15 | Pre-Alg. | C- | 50 |

| | | | | | |
|---|---|---|---|---|---|
| Soto, R. | Math 80 | Alg. 33 | Algebra | 40 | 50 |
| Sullivan, K. | (Very Low) | Arith. 12 | Pre-Alg. | 37 | 31 |
| Taylor, A. | Alg. I 40, 65 | Alg. 19 | Pre-Alg. | D- | 58 |
| Tillery, D. | Alg. 70<br>Geom. 80 | Alg. 39 | Algebra | 41 | 25 |
| Vickers, C. | Math 85 | Arith. 30 | Pre-Alg. | C | 62 |
| Wade, A. | Arith A, B<br>Algebra | Alg. 36 | Algebra | 44 | 48 |
| Watson, J. | Alg. 65<br>Geom. 85 | Alg. 23 | Algebra | 45 | 41 |
| Wood, F. | Arith. A, B | Arith. 48 | Pre-Alg. | C+ | 84 |

June 29, 1964

## Mathematics Test - Diagnostic

1. What is the sum of $3\frac{2}{3}$ and $\frac{5}{8}$ ?

2. What is the quotient $\frac{2}{5} \quad 1.4$ ?

3. Multiply 17 by $\frac{3}{4}$ .

4. What is the lowest common multiple of 3,4,5, and 6?

5. Write the cost in dollars of r ties if each tie costs c dollars.

6. How many pennies are equivalent to d dimes and 3 pennies.

7. What is the product of 0.078 and 0.4?

8. $$\left[\frac{5\frac{1}{2} - 1\frac{1}{3}}{2\frac{1}{4} + \frac{7}{8}}\right]^2$$

9. Write the number 0.025 as a percent and as a fraction.

10. Arrange the rational numbers $\frac{3}{5}$, $\frac{2}{3}$, and $\frac{5}{8}$ in ascending order as they would appear on the number line.

11. What is the simple interest earned on $160 invested for one year @ $3\frac{1}{2}\%$?

12. Use the numbers p and q to illustrate the commutative law for addition.

13. Which is a true statement $\frac{1}{2} > \frac{1}{4}$ or $\frac{1}{2} < \frac{1}{4}$ ?

14. If Joe scores 52%, 65%, and 43% on three consecutive tests, what must be the score on the fourth test if the average is to be 60%.

15. Find the prime number p such that 40p is divisible by 12.

16a. If $x + y = 0$, how are x and y related?

b. If $xy = 1$, how are x and y related?

c. If $mx = 3x$ is true for some value of m different from 3, what is true about x?

d. Use any three numbers to illustrate the associative law for addition.

17. If the reciprocal of m is the number n and the reciprocal of n is p, what is the value of p?

18. One-eighth is 25% of what number?

19. What number is a multiple of 6 and a factor of 108? (other than 6 or 108)

20. Dividing 3 by $\frac{1}{4}$ is equivalent to multiplying 3 by what number?

21. What property of arithmetic is illustrated by $43(90 + 3) = 43.90 + 43.3$?

22. In binary notation, what is the number which follows $10001_{two}$ ?

23. If $X = y + \frac{m}{t}$ and t is allowed to decrease while y and m remain constant, what can be said about the change in the values of X?

24. What is the greatest common factor of 24, 40, and 120?

25. If 0.20 is equivalent to the ratio $\frac{x}{30}$, what is the value of x?

26. Find the number on the number line which is midway between $\frac{5}{8}$ and $\frac{9}{16}$.

27. If 4 eggs cost 15 cents, how many eggs can be bought for 75 cents?

28. What is the cost of a rug needed to cover a rectangular floor 9 feet by 14 feet if the cost of carpeting is $9 per square yard?

29. A board 36" long is cut into two pieces whose lengths are in the ratio of 7:5. What is the length of the shorter piece?

30. Find $\frac{4}{5}$ of 1% of 125.

31. If A is the set of integers between $3\frac{1}{2}$ and $11\frac{1}{2}$ and B is the set of integers greater than 8, what is the set $A \cap B$?

32. If 2343 and 342 are numbers written in the base five, write their sum as a number in the base 5.

33. What are the two numbers whose product is 330 and whose sum is 37?

34. Use the base ten to write the number which is equivalent to 323 in the base four.

35. If x is a prime number, then x + 23 is (a) prime (b) even (c) non-prime (d) divisible by 23 (e) none of these

36. Given an addition table for the elements *, #, $ as shown at the right, what is the identity element?

| * | * | # | $ |
|---|---|---|---|
| * | # | $ | * |
| # | $ | * | # |
| $ | * | # | $ |

(90 minutes) ABC Algebra I (Advanced Section) August 20, 1964

1. a) Solve for x if the domain is the set of real numbers:

$$|x - 3| > 4 .$$

b) Write 0.363636.... as the quotient of two relatively prime integers.

c) Add $102_3$ to $212_3$ .

2. a) Solve for x and y: $\begin{cases} 4x + 3y = -3 \\ 5x - 2y = 25 . \end{cases}$

b) Write an equation for the graph of the straight line which passes through the points (-2,1) and (4,5).

3. Factor: a) $27x^3 + y^6$ ; b) $4m^2 - 2xy - y^2 - x^2$ .

4. Write the truth set for:

a) $y^2 - 7y < 8$ ; b) $\frac{2x - 3}{4} \geq \frac{4x - 3}{3}$ .

5. **Simplify:** a) $\sqrt{\frac{2}{5}} + \sqrt{160} - \frac{2}{\sqrt{10}}$ .

b) $8^{-\frac{2}{3}} - 2^{-2} + 1^{3x} - (9x)^{0} + \left(\frac{2}{3}\right)^{-3}$ .

c) $\left(\frac{a^{-1}\ \sqrt[3]{b}}{a^{2}}\right)^{-\frac{3}{4}}$ .

6. **Simplify:** a) $\frac{1 - b^{-2}}{1 + b^{-1}}$ ; b) $\frac{2 + 2\sqrt{2}}{2 - \sqrt{2}}$ .

7. **Simplify:** $\left(x - 1 - \frac{5}{x + 3}\right) \div \left(3 - \frac{2x + 2}{x + 2}\right)$ .

8. Simplify: $\dfrac{2x + 1}{x + 1} - \dfrac{x^2}{1 - x} - \dfrac{x^3 + 1}{x^2 - 1}$ .

9. Solve for x and express the answers in simplest radical form:

$$\frac{2}{x + 1} - \frac{4x}{x^2 + 2x + 1} = 1 .$$

10. The operations # and * are defined on all real numbers p and q as follows: $p \# q = \dfrac{p - q}{2}$ ; $p * q = p^2 + q^2$ .

a) Is # a commutative operation? Illustrate with an example.

b) Is * an associative operation? Illustrate with an example.

c) Write the distributive law for * over #. (It need not be true.)

11. A rectangular field is enclosed by 76 yards of fence. If the fenced in area is 192 square yards, what are the dimensions of the field?

12. Prove: For all real numbers a and b, $a(^-b) = {}^-(ab)$ .

13. If it increases its usual rate by 2 miles per hour a train will require 15 minutes less than its usual time to travel a distance of 190 miles. What is the usual rate of the train?

June 29, 1964

## Mathematics Test - Diagnostic

1. Translate from words to symbols:

   (a) 5 less than x    (b) one-third the sum of d and e

2. If $x = -2$, $y = -3$, and $z = 0$ evaluate

   (a) $x^2y$    (b) $-x^3$    (c) $-y^2$    (d) 2abc

3. For each statement, find a numeral that may replace the question mark and make the resulting statement true.

   (a) $8 \times 4 \neq 30 + ?$    (b) $? - 10 > 10$

   (c) $2 < ? < 4$    (d) $\frac{27}{2.35} > ? > \frac{2.7}{.245}$

4. Solve:

   (a) $\frac{1}{9} = 36$    (b) $4x - 5 = 1$    (c) $|x| + 5 = 3$

5. Eliminate all signs of grouping and combine terms where possible.

$$x - \left\{3 - 2\left[x + 5 - (1 - x)\right] + 4\right\}$$

6. Factor each of the following:

   (a) $x^2 + x$    (b) $x^2 - 4y^2$    (c) $x^2 - 12x - 45$

   (d) $12x^2 - 25x + 12$    (e) $a^3 + b^3$

7. For what value(s) of x will the following be true:

(a) $4x - 1 < x + 2$ (b) $|x| \geq x$ (c) $|3x - 1| > 4$

8. Graph the following on the number line:

(a) the whole numbers between 1 and 4 inclusive

(b) the set of numbers between - 2 and 5

(c) numbers greater than $1\frac{1}{2}$

(d) $x \quad x + 1 \quad 3$

9. (a) Write a formula for the total number of dollars D in c cents, n dimes, and h quarters.

(b) How long will it take a man to drive m miles at the rate of r miles per hour and return at the rate of t miles per hour?

(c) A roll of string will reach f feet. How many rolls of string will be required to reach m feet?

10. Simplify the following:

(a) $a^3.a^4$ (b) $a^2 + a^3$ (c) $(3x^2y)^2(2xy^2)^3$

11. (a) Give two irrational numbers whose sum is rational.

(b) Give two different irrational numbers whose product is rational.

(c) Write .3333 . . . as a common fraction.

(d) 0.242424 . . . . Write this as a common fraction.

12. If $A = \{x \mid x \text{ is a positive integer divisible by } 4\}$ and

$B = \{x \mid x \text{ is a positive integer divisible by } 6\}$, list three members of $A \cap B$ and write an expression for $A \cap B$ in the same form as above.

13. Solve the following quadratic equations:

(a) $x^2 - 4 = 0$ (b) $2x^2 = 6 - x$ (c) $x^2 - x = 5$

14. Combine the fractions:

(a) $\frac{7}{6c} + \frac{1 - 3c}{3c}$ (b) $\frac{2}{x - 3} - \frac{x + 3}{x^2 - 2x - 3}$

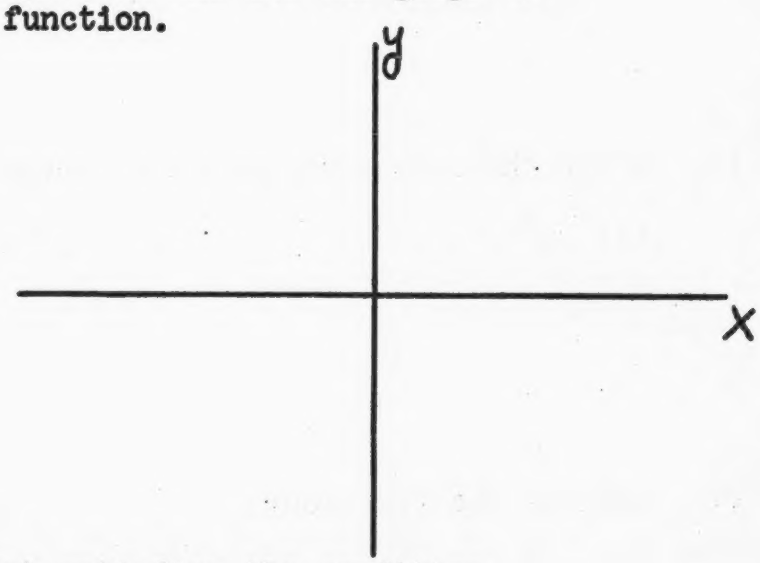
15. Combine the following irrational numbers after simplifying:

$$\sqrt{\frac{2}{5}} + \sqrt{490} - \frac{2}{\sqrt{10}}$$

16. Rationalize the denominator of the fraction. $\frac{4}{\sqrt{5x}}$

17. How many pints of oil worth 12¢ a pint must be mixed with 100 pints worth 5¢ a pint to produce an oil which can be sold at 7¢ a pint?

18. Graph the function $f(x) = x^2 + 3x - 11$ and use the graph to approximate the zeroes of the function.



19. Find the ordered pair $(x,y)$ that satisfies the condition

$2x - y = 11$ and $2y + 3x = 13$.

20. If a boy walks from his home to the next town at 3 mph and returns at the rate of 4 mph, he will take 5 minutes longer than when he goes there and back at $3\frac{1}{2}$ mph. How far away is the next town?

## ABC
## ALGEBRA ONE FINAL EXAMINATION

August 20, 1964

Name ______________________________

1. Factor each of the following polynomials over the integers.

   a) $12x^2 + 8x - 15$ b) $(x - 1)^2 - y^2$

2. Find the l.o.m. and g.o.d. of

   a) 42 and 66 b) $18rs^2t^3$ and $12rs^3t^5$

3. Solve for $x$ in the rationals

   a) $2x^2 + x - 3 = 0.$ b) $\sqrt{5x + 1} + 6 = 10$

4. Solve for $x$ in the rationals

   a) $|x - 4| \leq 6$ b) $\dfrac{2x - 3}{4} = \dfrac{3x - 2}{3}$

5. Solve the system

$$\begin{cases} 2x - y - 4 = 0 \\ x - 2y + 7 = 0 \end{cases}$$

6. Evaluate:

   a) $81^{3/4}\ 27^{-2/3} - (\sqrt{7})^0 + 1^{5x}$ b) $\sqrt[3]{2a^2b^3} \div \sqrt[3]{a^2b^2}$

   c) Write 0.474747 . . . as the quotient of two relatively prime integers.

## ABC
## ALGEBRA ONE FINAL EXAMINATION

Name ______________________________ August 20, 1964

7. Graph the solution set of each of the following on the same set of axes and indicate their intersection.

$$\begin{cases} 3x - y = -4 \\ x + 2y = 12 \end{cases}$$

8. a) Combine: $2\sqrt{27} - 3\sqrt{18} + \sqrt{300}$ b) Solve $\frac{5x - 3}{4} > 8$

9. Simplify $$\frac{\frac{a}{1 - a} \qquad \frac{1 + a}{a}}{\frac{1 - a}{a} \qquad \frac{a}{1 + a}}$$

10. Solve for x: $1 - \frac{2(1 - x)}{x - 1} = \frac{x + 2}{3}$

11. a) Find the equation of the line which passes through the point (5,4) and has y-intercept (0, -2).

b) If $A = \{x \mid x > 0$ and $x$ is a multiple of $3\}$ and
$B = \{x \mid x > 0$ and $x$ is a multiple of $2\}$, list four members of $A \cap B$ and write an expression for $A \cap B$ in the same form as above.

## ABC
## ALGEBRA ONE FINAL EXAMINATION

Name ____________________________ August 20, 1964

12. a) Determine whether the operation $*$ is distributive over the operation $\#$, where the operations $\#$ and $*$ are defined for positive integers in terms of addition and multiplication of real numbers, such that

$x \# y = 2x + 2y$ and $x * y = \frac{1}{2}xy$.

b) Name the identity element for $*$ .

13. a) Add $205_6$ to $123_6$ .

b) Solve $x^2 + 6x + 2 = 0$ by any method you can.

14. a) Define a rational number.

b) Define a prime number.

15. a) There are 36 students in an algebra class. If the number of boys is 3 more than twice the number of girls in class, how many boys and how many girls are in the class?

b) A man invests $2000, part at $2\frac{1}{2}\%$ and the remainder at 3%. If the income from the $2\frac{1}{2}\%$ investment exceeds the income from the 3% investment by 17 dollars, how much was invested at each rate?

## Mathematics Final Examination
## August 20, 1964

1. Perform the indicated operations:

a. $\frac{5}{3} \times \frac{7}{11}$    b. $(-15)(-2)$    c. $-7-2-3$

d. $1+(-3)$    e. $\frac{1}{3} \div \frac{3}{4}$    f. $\frac{5}{6}+\frac{7}{8}$    g. $2\frac{1}{3} \times 5\frac{1}{2}$ h. $(-1)-(5)$

2. Find the least common multiple of 180 and 48.

3. If $\frac{4}{9}$ of your grade amounted to 32, what was your grade?

4. a. 150(base 6) ________ (base 4)    b. 124 (base 7)

$$\begin{array}{r} 124 \\ \underline{\times\ 31} \end{array}$$

5. Evaluate

a. $(12\frac{1}{2})\ (\frac{1}{3})\ (0)\ (15)$    b. $\frac{5}{6} \times \frac{11}{7} \times \frac{6}{11} \times \frac{7}{5}$

6. Find the solution set of each of the following open sentences if the reference set is the set of integers.

a. $2x + 11 = 17$ b. $xy = 6$ c. $x^2 = 5$

d. $x + 4 = 2 + x + 2$ e. $x^2 + 16 = 0$ f. $2x + y = 5$ g. $x^2 + x = 0$

7. Find the product of .1818··· and .1111··· and express the result in non-decimal form.

8. State the name of the property that justifies each statement in this simplifying process. (Note that the properties are used more than once.)

$(3x + y) + (2x + 3y)$ 1. Given
$(3x + y) + (3y + 2x)$ 2.
$3x + (y + 3y) + 2x$ 3.
$3x + 4y + 2x$ 4.
$3x + (4y + 2x)$ 5.
$3x + (2x + 4y)$ 6.
$(3x + 2x) + 4y$ 7.
$5x + 4y$ 8.

9. How can you tell at a glance that $\sqrt{2}$ is not 1.414 ?

10. In a group of 40 students, 27 are taking history and 22 are taking mathematics, while 2 are taking neither. How many are taking mathematics and not history?

11. Express the following product as the product of a number between 10 and 100 and a power of 10.

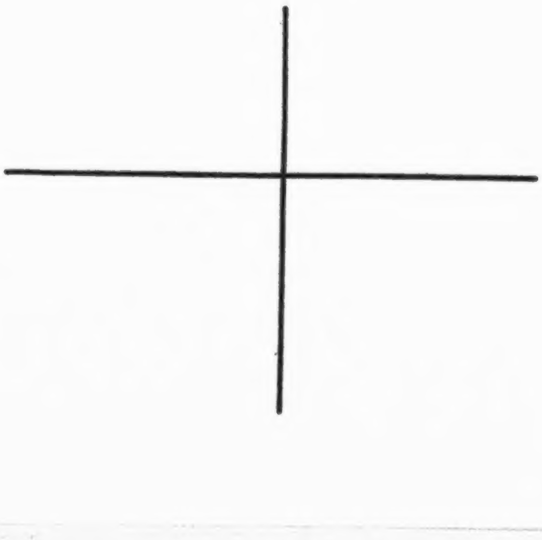
$$(17.3 \times 10^{-8})\ (50 \times 10^{6})$$

12. Find the rational number that is one-third of the distance from $\frac{5}{16}$ to $\frac{11}{12}$ on the number line.

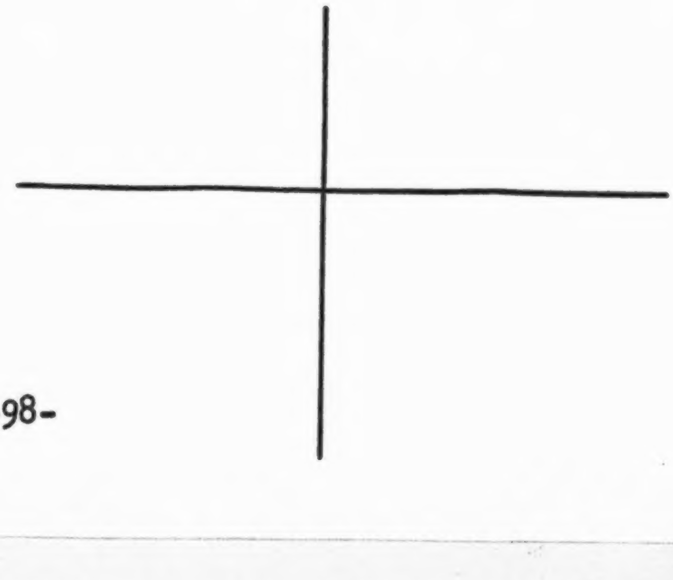
13. If you divide any prime number greater than 2 by 5, what are the possible remainders? Why?

14. Graph the solution set of the following open sentences:

a. $2x - y = 5$



b. $x + y < 4$



15. Use the need to preserve the distributive property as an argument for the idea that (-3) (-5) should be (+15) .

16. Express each of the following as the ratio of two integers where possible.

a. .1313·· b. .035 c. $\frac{2}{10} + \frac{2}{100} + \frac{2}{1000} + \cdots$ d. $\sqrt{5}$ e. 4.02121···

17. Define a single variable with a complete sentence and write an open sentence that will lead to the solution of each problem.

a. The length of a rectangle is 4 more than twice the width. If the perimeter is 176, find the dimensions of the rectangle.

b. Find three consecutive odd integers if the sum of the first and third is 106.

18. Illustrate the fact that removing one or more elements from a set A and matching A with the resulting subset is a property of infinite not finite sets.

19a. What do we mean when we say that one number a is greater than another number b ?

b. Define a rational number.

20a. In an arithmetic, Modulo 6, what is $\bar{3} \times \bar{2}$ ? What does this illustrate about this mathematical system that distinguishes it from that of the real numbers.

b. In the Modulo 5 system, what is the 150th element in $\bar{2}$ ?

APPENDIX F

# SAMPLE RECOMMENDATION LETTERS

September 2, 1964

Re: William Daggert, ABC '64

## RECOMMENDED

Dear Mr. Keller:

With increasing confidence in his ability, with admiration for his substantial improvement this summer, with some apprehension about the "other Willie," the ABC faculty recommends that Wheelock School admit Willie this September. The following excerpts, taken from final reports written by his teachers and resident-tutor, may be helpful to you:

### Mathematics

July 24 Willie is one of the more interesting cases with which I have dealt this summer. He is obdurately stubborn, almost vainly independent, yet with all a promising student. He chooses to be a "hard sell." He came here with the belief that school means simply an organized case of undeclared war between teacher and student, and that few things are given in life without the giver having "an angle." I believe we have sold him on the sincerity of the program and he is coming slowly to accept it as an adventure designed for his general betterment with no strings attached.

I believe we are close to reaching him. His progress in algebra has been among the highest in the class. If we can rid him of more of his classroom crudeness, he could make it "big" in preparatory school.

August 19 Willie yet struggles for individuality in a manner that makes him obstinate in many uncomplimentary respects. As a case in point, he will cling to a method of attacking a problem though it has been demonstrated to him beyond all question that it is cumbersome. Notwithstanding, all this has not kept Willie from doing a quality and quantity of work this summer that permits me to recommend him for a course beyond Algebra I. I believe he will suceed in activities at a boys preparatory school.

### English

July 22 Willie is a pleasure and a punishment, a bit of the diamond in the rough. He is just the sort of boy the ABC program should ideally be teaching. He has potentiality for good or ill of reasonable dimension. Yet if he is to be redeemed, he will all the way test the benevolent sincerity of his would-be redeemers. He is not cantankerous, but shifty, always craftily in the right. He would rather spend eight units getting out of an assignment than six units of equal energy finishing it. This is not wholly true, since excuses roll from him like breath. But he is no fool, nor is he trivial. He is independent minded and not a cowardly writer. He generally has things to say, both in his papers and in discussions. He is respectful and quick, and except for those moments when you suspect him of gulling you, he can be rewarding company.

His writing holds many mechanical errors and some errors of sentence structure. His failure to improve greatly in this area may be due to a disinterest in things linguistical or it may be due to an allegiance to the language of his neighborhood.

He promises considerable trials for the school that takes a chance on him, particularly in programs that are rigidly structured or that happen not to be of his taste. But if he overcomes in his struggle with himself (and he is struggling), the results could be oh so beautiful.

August 20 Willie is in my mind one of the triumphs of the ABC program. A late-blooming rose, he flowered quickly and almost unnoticed toward the end of the summer. But at the ceremonial dinner the last night of the program he sat at the table of honor with the President of Dartmouth and others and seemed to have acquitted himself charmingly. He was selected as the student who had made the most significant improvement in my classes. And in the gift card that went along with a copy of The Illiad I thought it fitting to call him "that man skilled in all ways of contending." For he was genuinely captured by Homer's picture of Odysseus, the wiliness, the toughness, the indomitable spirit of the man, and also, alas, by his guile. But I think Willie is at the point where he is willing to use these abilities for good, rather than ill. He has always shown a tender streak, here -- a real responsiveness and love for children, for instance.

Willie shows some uneasiness about going to school in New York, where he lives, and one can sympathize with his concern. It is not easy to bring the streets of Harlem with you through an intensive educational venture. But he is ingenious, a winner.

Resident-Tutor

Although Willie has improved immensely since the first weeks of the program, the change in behavior has been more a lowering of secondary defenses (in communicativeness, extreme sullenness, even hate) than the emergence of the "real Willie Daggert" (his own phrase, he also uses a second name, Oscar Brown). Who the real Willie is, is hard to determine. Because of his great interest and ability with children and animals, I would say that he is far more sensitive than he usually appears. He is very quick to pick up anything that could be interpreted as being hostile -- he is very defensive. Yet he is constantly putting himself into situations in which he is suspect, although perhaps innocent. If left alone, he almost invariably abides with the requirements put on him. That is, he readily accepts the responsibility if it is clearly put upon him. He is resentful of pressures put upon him and while he may conform, he often does so in a sullen mood. Still, he has enough insight to realize that his present behavior is important to his future, and he is thus in conflict on this plane as well as on an inner one.

His study periods are most often spent in my living room. He craves attention to the extent that the other boys would be denied it. He gives the impression that he knows more than he actually is willing to articulate.

Willie holds himself above the other boys in the suite, and indeed, most of the other boys in the program. He has enough sensitivity and insight to be able to manipulate the others as he likes. When he wants, he can enter into their world, but more often he does not choose to participate on equal terms with them.

I am concerned about Willie because he has many fine qualities which may be lost. He has a good sense of humor and a perceptive, quick mind. If possible, he should go to a boarding school.

I would happily elaborate on the comments above, but I think you can fully sense our high regard for Willie's ABC progress and his future potential. The ABC faculty did strongly express the view that he needs a large boarding school. However, I leave this question to your judgment as you get to know Willie and would add only that should you at some future point reach the same conclusion, we would be happy to try and place him in a boarding situation.

I believe ABC and Willie were mutually beneficial. We shall follow his development at Wheelock with great interest, and we hope that he will become one of your distinguished graduates.

Sincerely yours,

Charles F. Dey

Director, Project ABC

P. S. Two enclosures, his reading profile and his mathematics final examination, may be useful to you.

August 26, 1964

Re: Max Berlot, ABC '64

## RECOMMENDED WITH GRAVE RESERVATION

Dear Mr. Mallon:

With grave reservations, I am writing to recommend that Wentworth honor its "contingent" admission to Max this September. This decision was reached at our final faculty meeting after lengthy debate and with considerable apprehension for Max's success at Wentworth and his long-range best interests. Excerpts from teacher and resident-tutor reports are included below, and we would understand perfectly if, after sharing them with your admissions committee, you decided that it would be unwise to admit him.

### Mathematics

July 20 Max has about average ability in mathematics. It is a real shame that anyone has led him to believe that he is a genius or encouraged him in that belief. It is coloring his entire life to the point that he can ruin any chances that this summer might have to offer him.

The boy has a knowledge of some high-powered words that pertain to mathematics and he has a knowledge of some of the history of mathematics. It is that word "some" which is so tragic in his life. He has flaunted this partial knowledge to the point that he has impressed some well-meaning people. His knowledge of the very basic algebra which we are doing is sketchy to the point that he made the second lowest grade on the most recent test.

Nothing I have tried has made an impression. He seems determined to put up with this course and with me. He regards himself as an "intuitive mathematician" so that he feels a need to talk to the Dartmouth mathematicians about his work.

Max must not be permitted to go on living in this separate world of his. I had hoped that we could lead him into the real world without destroying the feeling which he has for mathematics. If he is to do anything with his life we need to bring him in regardless of what happens to his feeling for mathematics. I believe that any attempt at coping with a full year at Wentworth could only lead to dismissal for Max. At times I fear more serious possibilities with regard to his mental state.

August 17 Until very recently Max had shown improvement in his attitude toward the class work and his preparation for it. During the last few days, however, he slipped back to his old ways and for the first time since we began he failed to hand in an assignment. I understand that the improvement was due to very close supervision on the part of his tutor.

On the basis of my remarks at mid-term along with what has happened since then, I cannot recommend this boy to a prep school. He needs the close personal supervision which most schools are not prepared to give. Unless he has that kind of close watching he will spend his time reading math books which he does not understand rather than the homework which will allow him to pass the required work. I fear that the experience will not be a good one for Max or for the school.

One must ask what will happen to this boy. He has a strange fascination for mathematics which ought to be encouraged and fed in a good situation such as one can find in a prep school. To send him back to his home is to give up on a boy with sufficient native ability to do the required work. Still, I can recommend nothing else for him because I know that the experience at my own school (Andover) would end unpleasantly for both the boy and for the school.

To sum this up I must say that we have failed to bring this boy to reality sufficiently to allow me to predict success for him next year. I would like to see a school attempt to take up where we left off to try to build on the improvement he has shown, but they must understand that the job will be difficult and will involve unpleasant situations between Max and his teachers.

### English

July 20 Max, as you may have heard, prefers mathematics to English. In fact, I cannot get him to take much interest in English. His writing is middling clear and clean, but without much verve or emphasis. I would fault him now for misspellings and for poor or insufficient examples and illustrations. The dilemma is that he is simply not extending himself and, of course, will not do as well as he could in English until he does extend himself.

He is very quiet and a bit remote in class discussions. Often when he does talk or read aloud, he runs the words together into what is almost a stutter; but lately I think I have noticed an improvement. And lately, too, he is more verbal in class. Perhaps being around boys that he might consider his peers will open and enlarge him.

August 18 Max's writing improved little if at all at ABC. He likes to dash off English assignments, and is surprised when his efforts only net him C's. He likes to write long, rambling sentences, thinking them a sign of maturity, but he doesn't take enough care to see that they are unified, consistent, parallel, emphatic -- and sentence shifts often have to be pointed out.

Usually his subject matter is "advanced." For a free assignment of 600 words, he wrote about the importance of the pituitary gland. Like other papers of his, it tended to be a summary of what is generally known, in the fashion of an encyclopedia (he tends also to offer summaries of plots as literary analysis). His last, freely-chosen 600 worder was on adolescence, written in psychological terms. It was a clear and obvious job of plagiarism. (I found the book and the cribbed passages therein in his room.) It is interesting that after the "F" and the stern warning about the danger of plagiarism on his paper he didn't bother to apologize or rationalize, in fact said nothing.

### Resident-Tutor

Max is the only boy in the group I will not recommend for prep school.

I cannot recommend him because I feel in all sincerity, that Max will fail many times more than we have in trying to extract a little humility from him. We have worked patiently to make Max think more realistically, and for a few weeks this summer we thought we were succeeding. However, all the attention that was lavished on him came to nought as he reverted back to his insanely superior and condescending attitude.

If Wentworth decides to take Max on a year's conditional basis, then they would have to:

1) constantly draw Max's attention to his inability to live up to his potential in both English and mathematics;

2) constantly restrain him from completely neglecting his studies (as he has done at ABC) for the more ego-rewarding pursuit of higher mathematics;

3) constantly guard against Max's dream world crashing down on his head when he is finally forced to realize his limitations;

4) constantly insure that his teachers are not forced to ridicule him (as we were regrettably forced) in defense of themselves and their pride;

5) constantly ward off the recriminations and insults that will be hurled at Max by his classmates when they realize, as they undoubtedly will, that his great words of wisdom are nothing but the regurgitations of an over-satiated ego;

6) constantly guard against Max incurring the wrath of his dorm mates by his untidiness, his untruthfulness, his sneaky ways of acting, his haughty disdain for his academic inferiors and his inability to see himself in any but the highest terms even in sports in which he is extremely awkward.

If Wentworth could succeed in one year in eliminating just a few of Max's undesirable traits that I have mentioned above, then what they would end up with would be a somewhat above average student of rare curiosity and interest. I believe that a ticket to prep school should be earned by each of our students and Max has done everything in his power that is undeserving of this chance. He probably has some good traits but these have been for the most part obscured by his undesirable ones. He is basically an insincere person who will always address you by "yes, sir" and smile at you while you know he is harboring the most disrespectful thoughts behind his glazed eyes.

If Wentworth wishes to attempt saving Max, let them do so only with the knowledge that someone who has watched him closely and intently for eight weeks is highly pessimistic about their chances of success.

To the above I would add only that our Clinical Psychologist saw Max twice, administered a personality inventory, and reported a pattern of self-deception, though not of such a degree as to be alarming. He would be pessimistic, but not against your taking this risk. And a true risk it is.

I would appreciate hearing when you make your decision. Meanwhile best wishes.

Sincerely yours,

Charles F. Dey
Director, Project ABC

August 26, 1964

Re: Orlando Cassado, ABC '64

## NOT RECOMMENDED

Dear Mr. Nissen:

I am writing, regretfully, to report that we cannot recommend that Orlando enroll at Webster School in September. This decision was reached at our final faculty meeting after careful evaluation of teacher and resident-tutor reports. Excerpts from these reports are included below:

### Mathematics

July 20 Orlando has been on the verge of doing very well in this course. I have at times been tempted to try to move him into the faster class but he manages to convince me that such a move would be a mistake. He is yet unable to maintain what would be sufficient effort for any length of time. He is accustomed to taking things easy and though he might like to do well he is unable to discipline himself to extend that effort on his own. I hope that more progress will be forthcoming for Orlando. He has the potential to be one of our better boys.

August 18 I feel that Orlando does want to go on to prep school and that he has the ability to make it. However, he has not made up his mind to swap his success in a rural Virginia high school for the hard work of a prep school. Casual persuasion will not move him sufficiently to get the job done and who has the time to be on him continually?

In Orlando we have a real enigma. It is difficult to know who or what will appeal to him, but this lad has potential in several areas. He just isn't convinced that the end of this tough academic path has anything worthwhile in store for him.

### English

July 20 Orlando has a good, if wayward mind -- wayward in the sense that he can be terribly interested for a hot minute in insignificant and irrelevant facts and the curious byways of learning. In his discussion of literature, he will often bypass the main point to inquire why they called daggers bodkins in Shakespeare's day, so to speak. He will not concern himself with Hamlet's personality. His writing is easy and without sufficient tension and emphasis, but his mechanics are, comparatively speaking, not bad.

At first, Orlando seemed extraordinarily complacent and self-assured -- it was not so much that he was pleased with himself as it was that he had never considered the possibility of his having any worthwhile shortcomings. He has always been eager in discussion, but now he fits his comments more appropriately to the matter at hand. And he shows a great willingness to learn.

August 18 Shortly after mid-summer, Orlando had to be reprimanded (threatened) for his "attitude." He often turned in papers late or not at all, and with many excuses. (See enclosed interim report). Thereafter, he made a large effort either to improve or to give the impression of improving. That is to say, his final improvement seemed a surface reformation designed to get himself off the hook. Nevertheless, he still seems to be a basically unsocial (not necessarily anti-social) animal. Self-absorbed.

### Resident-Tutor

At the beginning of the program, I would have predicted that this boy would be the "star" of the suite. However, at this point I would consider him one of my problem children. He does his work and if it doesn't meet the standards he is quick to place the blame on someone or something other than himself. He is unwilling to go beyond what he learned at Washington High School.

Orlando is among the chronic complainers of the program. I have yet to find anything he really likes. He is very rebellious to all suite rules and most of the ABC rules. I would call him extremely self-oriented, accepting things only if they agree with his present values. In all his arguments against ABC, he never considers the possibility that he could be doing more. I feel that if Webster School is at all difficult, Orlando will have trouble adjusting. I also sincerely question his desire at this point to improve himself on any terms but his own.

August 18 I might preface these remarks by saying that I told Orlando of my mid-program report at that time so that he was aware of being on the spot. Since that time his behavior has changed very little. His work has been lackadaisical.

After his recent run-in with his English teacher, he put most, if not all, of the blame on his teacher and presented himself as a hard-working and honest student. Knowing full well that he had to prove himself in the remaining two weeks, Orlando tried for two days. Since then he has missed assignments, has been late for gym periods, and has missed study periods. To be brief, he hasn't shown the desire to prove himself. In my talks with Orlando, he has constantly withdrawn to the position that it's the "other guy's" fault.

He has spoken of the desire to go to prep school and to become a doctor many times. However, he has done very little to indicate this desire in terms of hard work. He appears to have the attitude that in order to be a doctor, he must attend classes for eight years. He has no realization of the sacrifice and work involved. Because he cannot come to grips with himself, he cannot approach education in a meaningful and purposeful manner.

I hope that Orlando will one day grow out of this attitude. Right now I am convinced that if Orlando is challenged either academically or disciplinarily, he will fail to meet the challenge. This "quitter" trait is simply not conducive to a profitable or meaningful education at Webster School. Academically he is not bad, but I sincerely question his ability to take advantage of the opportunity at Webster.

Though we do not feel that Orlando has earned his admission to Webster, perhaps we have unfairly expected too much of him. We thought he would be one of our best and we therefore suffered greater disappointment when, week after week, he refused to take the first big step. Orlando is a young man of enormous potential. Should you decide to take the risk and succeed, he may well become one of your outstanding graduates. I am sorry that we were not able to reach him.

Sincerely yours,

Charles F. Dey

Director, Project ABC

P. S. You might be interested in the enclosed reading profile and his mathematics final examination. He is obviously bright.